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ABSTRACT

The following topics are discussed in this supplement: (1) project sponsorship and management, (2) planning for the demonstration action library, (3) establishing and operating the action library, (4) action library in action, (5) implementation of the evaluation plan and (6) dissemination. (Other documents about this project are: ED 057830-057831, 060884-060885, and LI 003958 and LI 003959.) (NH)

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SUPPLEMENT
TO ANNUAL REPORT

COVERING PHASE IV, JUNE 15, 1971 – JUNE 30, 1972
PROJECT NO. 8-0519
GRANT NO. OEG-0-8-080519-4594(095)

AND

PROJECT NO. 71-7602
GRANT NO. OEG-3-71-0133

STUDENT LIBRARY RESOURCE REQUIREMENTS IN PHILADELPHIA

JOHN Q. BENFORD

THE SCHOOL DISTRICT OF PHILADELPHIA
21ST AND THE PARKWAY
PHILADELPHIA, PA. 19103

SELECTED MATERIALS COVERING
JOINT PLANNING AND DEVELOPMENT OF
A STUDENT LEARNING CENTER DEMONSTRATION

SEPTEMBER 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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I. PROJECT SPONSORSHIP AND MANAGEMENT

Project Personnel
Interagency Committee Membership
Minutes, Interagency Meetings

PROJECT PERSONNEL

Name	Experience	Responsibilities
I. PHILADELPHIA STUDENT LIBRARY RESEARCH CENTER		
John Q. Benford Project Director	Director, Philadelphia Student Library Research Center since June, 1968; Program Director, Government Studies and Systems, Inc.; 20 years' experience in research projects as Senior Research Associate, Government Studies Center, University of Pennsylvania	Overall Direction for Project, including Research Center and Demonstration Center; Responsibility for interagency planning, and evaluation of demonstration
Anne L. Hearn Education Research Associate	Produced experimental film on racial issue for Greater Philadelphia Movement, 1968-9; managed primary campaign for Citizens Education Campaign Committee, 1967-8; Public Relations and Advertising Assistant to Director of Passenger Service Improvement Corp; 1963-4, public relations, fund raising, WHYY-TV, 1961-3; fund raising, WQED-TV (Pittsburgh) 1960-1	Assist Project Director in all project activities; coordinate all management activities and public information programs; provide liaison between Research Center and sponsoring agencies; coordinate and prepare nontechnical project reports
Verna Shmavonian Educational Research Analyst	Psychometrician for Dev. Res. Lab. project, Jan. 1971; supervisory tester, Stanford Res. Ins. Project, 1970-71; editor-writer, N.C. Fund, 1965-8; continuity writer, WUNC-TV 1958-9; Mgr., Office of Lectures and Concerts, Univ. of Washington, 1954-7	Assist Project Director in coordinating the Demonstration Center and city-wide joint planning activities, including development and implementation of project controls, scheduling and planning interagency meetings; provide liaison between Research Center and Demonstration Center
Elizabeth A. Goldsmith Research Associate	Research Assistant, Student Library Project, 1968-; Formerly Res. Psychologist with Franklin Institute Laboratories in Educational projects	Development of processes and instruments for joint planning activities; assist. Supv. of Evaluation in testing and data compilation and analysis

Jan Vermeiren Research Assistant	Research Assistant with Student Library Project since 1969; Ph.D. Candidate in Operations Research, U. of Pa. Fulbright Scholar from Belgium	Perform analyses of data for joint planning activities by school and public library agancies and for community library demonstration surveys

II. ACTION LIBRARY

Charles Peguese Administrator	Coordinator, Multi-Media Center, Sch. Dist. of Phila. 1970; Northeast Area Young Adult Specialist, Free Library of Phila., 1969; Head of Lehigh Ave. Branch Library, The Free Lib. of Phila., 1967-9; Community Services Librarian, Columbia Ave., Free Lib. of Phila., 1964-7; Library Trainee, Free Libr. of Phila. 1960-4	Administer the Demonstration Center; supervise professional personnel of the Center; develop and administer community-based programs
Associate Librarian		Supervise and Coordinate activities of professional and nonprofessional personnel in the Action Library, responsible for liaison activities between The Free Library of Phila. and the Action Library; responsible for adult book collection and adult programming
Ronald W. Hart Community Relations Specialist	Community Rel. Coordinator, Phila. Model Cities Program, Mar.-Aug., 1970; five years experience in community relations in Philadelphia	Provide liaison between the demonstration and the residents of the community in all activities
Patricia Myrick Children's Librarian	Librarian, West Oak Lane Branch, Free Library of Phila. 1968-70; Columbia Ave. Branch, Free Library of Philadelphia 1970-71	Develop and conduct special programs and activities for children; and develop and maintain the collection of materials

Action Library Personnel (continued)

Mohamoud Hamud Young Adult Specialist	Kalamazoo College Lib., 1971; Western Mich. U. Main Lib., 1967-70; Cath. Social Services and Kalamazoo Mun. Court, 1968; Douglass Commun. Assoc., 1969-71; Citizen of Somalia, E. Africa	Develop and conduct special programs and activities for teen-agers and young adults; develop and maintain the collection of materials
Bernice Berry Reading Specialist	Lead Teacher, Blankenburg School, Sch. Dist. of Phila. 1969-70; Teacher of Programmed Reading; Dist. 4, Sch. Dist. of Phila., 1970-1	Conduct special reading programs for elementary and secondary grade students; supervise tutorial services for these students
Lewis Anderson Audio-Visual Specialist	Specialist and Administrator, Research for Better Schools, Inc. 1968-70; Exec. Dir., "One Gallery" 1966-68; Consultant to Friends Select School, Black Coalition, Phila. Crime Prev. Assoc., Dep't. of Recreation, New Forum of Phila.; Teacher with emphasis on reading, Sch. Dist. of Phila., 1963-68	Develop programs using A-V resources; develop and maintain collections of A-V hardware and software
Larry Chassen Specialist, Education for the Handicapped	Ph.D. candidate in Special Education, Temple U., 1971-72; M.Ed., Temple U., 1969; Research Assist., Pennhurst School and Hospital, 1971; Austin, Tex., 1970-71; Substitute Teacher, Special Ed., Sch. Dist. of Phila., 1968-69; teacher of multi-impaired blind students, Upsal School for the Blind, Phila., 1967-69	Develop program for the handicapped; develop and maintain collection of materials and equipment
Zelda Williams Administrative Officer	Audio-Visual coordinator, Multi-Media Center, School Dist. of Phila., 1969-72; Assit. Branch Mgr., GAC Finance Co., 1967-69	Administer personnel procurement, accounting and other staff service procedures; maintain necessary records and files
Zelda Braudy	Action Library	Secretary
Anna Birkmire	Research Center	Secretary
Evelyn Kaback	Research Center	Secretary

INTER AGENCY COMMITTEE

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

Mr. David A. Horowitz, Chairman
Deputy Superintendent for Instruction
The School District of Philadelphia

Philadelphia School District

Dr. I. Ezra Staples
Associate Superintendent for
Instructional Services
Mr. Edward K. Brown
Director, Instructional
Research and Development
Dr. Lillian L. Batchelor
Assistant Director, Libraries
Mrs. Joan B. Myers
Assistant Director, Libraries
Miss Dorothy Hopewell
Librarian, John Hancock School
Mrs. Benjamin A. Johnson
Teacher, Albert M. Greenfield School
Mrs. Lauretta Campbell
Parent
Mrs. Arnold V. Giusini
Parent
Mrs. Joseph Robinson
Parent

Philadelphia Archdiocese Schools

Sister Mary Arthur
Director of School Libraries
Mr. Edward Purnell
Director of Secondary Education
Mrs. Odelia Lee
Teacher, John W. Hallahan
High School
Mrs. Jeanette C. McLaughlin
Parent

Independent Schools

Miss Agatha M. Keliher
Headmistress, Springside School
Mrs. Isabella Schlosser
Librarian, Springside School
Mr. Anthony Ridgeway
Librarian, Episcopal Academy
Mrs. Sarah Woy
Parent

Free Library

Mr. Keith Doms
Director
Miss Marie A. Davis
Associate Director
Mrs. Carolyn W. Field
Coordinator, Office of Work
with Children
Mrs. Peggy Glover
Coordinator, Office of Work
with Adults and Young Adults
Miss Elizabeth J. Keen
Young Adult Specialist

Institutions of Higher Education

Mr. Sidney August
Head Librarian
Community College of Philadelphia
Miss Linda Brick
Reference Department
Temple University
Mr. Richard DeGennaro
Director of Libraries
University of Pennsylvania
Mr. Wilfred Frisby
Director of Library Services
Philadelphia College of
Textiles and Science
Mr. Arthur Hamlin
Director of Libraries
Temple University
Mr. Samuel Powell, Jr.
Student
Swarthmore College
Mr. Richard Snyder
Director of Libraries
Drexel University
Brother Thomas Warner
Director of Libraries
LaSalle College

Project Consultant

Dr. Lowell A. Martin

Project Advisor

Mr. Emerson Greenaway

MEMORANDUM

TO: File

FROM: Verna Shmavonian

RE: Interagency Committee Meeting - 12/2/71

A meeting of the Interagency Committee for the Philadelphia Student Library Research Project was held at 10:00 a.m. on December 2, 1971 in Room 603, Archdiocesan Building, 222 North 17th Street, Philadelphia. The following members of the Committee were in attendance:

Philadelphia School District
Mr. David A. Horowitz, Chairman
Dr. I. Ezra Staples
Dr. Lillian L. Batchelor
Mrs. Joan B. Myers
Mrs. Benjamin A. Johnson
Mrs. Joseph Robinson

The Free Library
Mr. Keith Doms
Miss Marie A. Davis
Mrs. Carolyn W. Field
Mrs. Peggy Glover
Miss Elizabeth J. Keen

Philadelphia Archdiocesan Schools
Sister Mary Arthur
Mrs. Jeannette C. McLaughlin
Father Paul Curran

Independent Schools
Mrs. Isabella Schlosser
Mrs. Sarah Woy

Institutions of Higher Education
Mr. Richard De Gennaro
Brother Thomas Warner

Project Advisors
Mr. Emerson Greenaway
Mr. Charles Cella
Mr. Thomas Rosica

Also attending were:

Research Center
Mr. John Q. Benford
Ms. Anne Hearn
Mr. Jan Vermeiren
Ms. Elizabeth Goldsmith
Ms. Verna Shmavonian

Demonstration Center
Mr. Charles Peguese
Mr. Ronald Hart
Ms. Bernice Berry
Mr. Lew Anderson
Ms. Pat Myrick

Mr. Horowitz opened the meeting and outlined the agenda. Following introductions of those present, Keith Doms announced the award of an LSCA grant in the amount of $99,500 to cover certain staff positions, furniture and materials, and rental of facility. He complimented the IAC on their cooperation and indicated that State library officials are very interested in the project and want to be involved.

Jack Benford then explained the packet of materials that had been sent to the committee. He talked about activities completed and planned for Phase IV of the project and indicated that an independent auditor had been hired. He said that St. Charles Borromeo Community Building at 20th and Christian Streets would most likely be the site of the Demonstration Center, and described the facility.

He then introduced the Research and Demonstration Center staff, who gave reports on the plan and evaluation design, objectives, program components and plans, staff, the community survey, public relations, and the community advisory board.

Discussion and questions following presentations by the staff were along these lines:

Mr. Horowitz expressed some concern about the sharing of the St. Charles facility on Saturdays. Some discussion ensued about changing this arrangement as time went along and about portable kinds of furnishings which would make it possible to vacate on Saturdays if absolutely necessary.

Mr. Horowitz urged that the staff check very carefully with the schools in District 2 (in which the proposed Center will be located) regarding kinds of programs and materials already in process.

Sister Mary Arthur and Mr. Horowitz both expressed concern about our programs sounding too much like school; they want to see us create materials and activities that are unique and not like existing institutional programs. Charles Peguese pointed out that although some materials would be familiar ones, the general atmosphere of the center, the program, and the approaches to learning would be quite innovative.

Miss Glover mentioned that The Free Library Reader Development Program would be a resource to us.

Mr. Horowitz suggested that we consult the Resource Center for the Handicapped at 5th and Federal.

Mr. Doms wants it made clear to the news media that the Demonstration Center is not another frill in the Library budget. He wants it to be known as a federally-funded project. Marie Davis urged that we contact key state people to be sure that they understand the project. In this context, Father Curran suggested we make every effort to contact legislators and have them see the program in action.

Emerson Greenaway indicated that the Association of American Publishers could provide support and materials and suggested that J.Q.B. arrange to attend that organization's annual meeting.

There was a generally favorably reaction from members of the Committee with respect to the progress achieved and the plans for the Demonstration Center.

The meeting was adjourned at 12 noon.

January 4, 1972

To : File

From: Verna Shmavonian, Education Planning Analyst

Re : Program meeting with School Librarians - January 4, 1972

The meeting was held at 9:30 a.m. in Room 603, Archdiocesan School Building.

Those attending were Sister Mary Arthur, Sister Marie Albert and Sister Mary Carmel from the Archdiocesan schools; Mrs. Meg Harkins from Friends Select; Mrs. Jackie Mancall from Miquon School; and Mrs. Sara Woy from Friends Free Library. The entire Demonstration Center Staff and Mrs. Verna Shmavonian from the Project Center Staff also attended.

Charles Peguese presided over the meeting and opened with a general statement about progress to date. He gave a detailed description of the St. Charles facility which will be the site of the Demonstration Center. He also indicated what professional staff was yet to be hired (associate librarian, young adult librarian, and handicapped specialist) and indicated that sub-professionals soon would be hired and trained to be ready for the March 15 opening date. Pat Myrick, Bernice Berry, Lew Anderson and Ron Hart each made a presentation of program and collection plans which led to lively discussion.

Some suggestions and comments were: Mrs. Mancall said that in addition to carpeting, our furnishings should consist of cushions and lap boards because in her experience children just aren't comfortable with tables and chairs. It was pointed out that we will have many areas which can vary in furnishings and formality depending on the activity and that we had been thinking about cushions, "bean" chairs, rocking chairs and other unconventional library "furnishings".

There was general agreement among the school librarians that grouping the books according to subject rather than age or reading level was a "must". This is essential so that adults as well as children will feel comfortable taking any book no matter what the level. Charles Peguese explained that we had been thinking along these lines but were concerned about sticking to the Dewey Decimal System for the purposes of carry-over to other libraries. After much discussion it was agreed that we could group the books according to subject on colored shelves and with color-coding as well as a modified Dewey system. Inter-shelving of the whole collection including AV materials was considered essential by the group.

The need for "corners" (private areas) was discussed and we talked about movable book shelves and partitions as part of that concept as well as having materials for children to make their own retreats or cubby holes.

Other suggestions included: a shelf or two where unfinished checker and chess games can be put aside until the next time; individual drawers like trays which will not take up too much storage room and which will provide a place where each child can keep his own papers; individualized charts like hospital charts to show each child's progress.

Mrs. Woy urged ongoing programs for parents since they would often be accompanying youngsters to the Center; she also said that vacation reading club should begin at an earlier age than that of the Free Library (pre-school rather than 5th grade) and that students should be involved in writing -- even if it is just one word regarding each book they read.

Sister Mary Arthur showed the group a $.50 camera which she says produces good pictures; the developer of the camera has lots of suggestions for getting free cameras for the children -- like getting Pepsi Cola to give a camera in exchange for bottle caps.

Also from Sister Mary Arthur came a master list of all AV materials and equipment which was termed successful with inner city youngsters by teachers in Archdiocesan schools. She also provided a list of jobbers and publishers from whom she orders books and materials.

Some concern was expressed by Mrs. Harkins that we are planning far too many programs, "exciting and wonderful though they may be", for staffing and control of research data. We told of plans to narrow programs down to the ones we could handle and evaluate.

It was also pointed out that we could not possibly hope to tie in with school curriculum in any elaborate way.

Mrs. Woy also emphasized the need for one-to-one interaction with the children and that the first responsibility of the professional staff is to be on the floor and working with the children.

Mrs. Shmavonian asked that each person attending the meeting give the Center staff her ideas regarding collection whether by phone or on paper in the next few weeks.

The meeting was adjourned at 11:30 a.m. From the point of view of the Project staff it was a productive meeting with people who are very much with us in spirit and who obviously will be contributive to the project.

MEMORANDUM

To : File

From : Anne Hearn

Subject: Interagency Committee Meeting, 3/1/72

A meeting of the Interagency Committee for the Philadelphia Student Library Project was held at 2:30 p.m. on March 1, 1972 in the Directors' Room at The Free Library of Philadelphia. In attendance were:

School District of Philadelphia

Lillian L. Batchelor

Joan B. Myers

Mrs. Joseph Robinson

Archdiocese of Philadelphia

Sister Mary Arthur

Project Advisors

Charles Cella

Thomas C. Rosica

Research Center Staff

John Q. Benford

Anne Hearn

Verna Shmavonian

Jan Vermeiren

The Free Library of Philadelphia

Marie A. Davis

Carolyn W. Field

Peggy Glover

Elizabeth J. Keen

Independent Schools

Isabella J. Schlosser

Institutions of Higher Education

Samuel J. Powell

Brother Thomas Warner

Action Library Staff

Charles Peguese

Community Advisory Board

Clifton J. Williams

Mr. Rosica opened the meeting and welcomed those in attendance. He introduced Clifton Williams, Chairman of the Community Advisory Board, and asked him if he cared to comment on the Board's role.

Mr. Williams stated that the Board covers a wide range of interests, a very broad spectrum which is very representative of the community. He said

that in their initial meetings they had structured themselves, instituted a set of by-laws, and defined their areas of responsibility. He said that several committees have been formed: a committee to come up with suggestions for a name for the Action Library, a committee to plan for the dedication, and a committee to deal with public relations. He reviewed very briefly tentative plans for the dedication which include program and guest list. Mr. Williams concluded by saying that he and his Board are trying to work with the staff to make the Action Library viable. They want to be a vehicle for community input into the Action Library.

Mr. Rosica then introduced Dr. Andrew Bean who represented Dr. Norman Chansky, education auditor for the project.

Mr. Rosica asked Miss Marie Davis, Associate Director for The Free Library of Philadelphia to report on the facility. Miss Davis reviewed the course of the search for a facility through mid-December when arrangements were made to lease space in the St. Charles Borromeo Community Hall. She mentioned that materials were sent to the Office of Education in mid-December documenting that choice and that the lease was signed in early January.

Mr. Rosica announced that a proposal had been submitted to the Office of Education for a second year of funding in Phase IV. He reported that indications all favorable that the grant will be awarded.

Mr. Rosica then turned the meeting over to Mr. Benford for staff reports in all areas of the development of the demonstration. Mr. Benford reported that the Evaluation Design had been submitted to OE in December (copies had been sent to IAC members at that time). He reported that the plan is most ambitious, time-consuming and complex and that it had been received well by project officers in the Office of Education.

Mr. Benford then reported that a 6-month progress report on the first two quarters of Phase IV had just been submitted to OE. IAC members will shortly receive their copies.

Mr. Jan Vermeiren was called upon to report on evaluation implementation. He explained that for the initial stages of the Action Library's operation simple evaluation will be done. Primarily it will fall into two categories - that of dissemination logs and of attendance recording procedures. Seven dissemination logs have been designed. These are:

-Request for Information

-Presentations by staff of Action Library

-Staff visits/community contacts

-Visitors to Action Library or Research Center

-Media Citations

-Mailings

-News Releases

These logs have been in use since January 15 and will be tallied at monthly intervals.

The attendance recording procedures which have been planned will include a general head count as well as attendance at specific programs.

Mr. Vermeiren also reported that contacts had been made with the School District's Research and Evaluation Department for obtaining test scores of students in the target area.

Mr. Williams inquired into the aspect of confidentiality for students whose test scores will be part of the sample which the project must examine. After considerable discussion, Mr. Rosica stated that every effort is made to maintain confidentiality. Although names are given to the school district for test results, those scores are released as an average for the group.

Mr. Williams then raised a question regarding use of statistics and was reassured that good statistical design would be employed at all times.

Mr. Vermeiren stated that use of test scores is only one means of evaluating the program. Other evaluative measures will be

administered by Research Center staff through tests and games. Miss Davis suggested that in evaluating education techniques or materials, it is extremely difficult to single out a specific force.

Mr. Peguese described Mr. Mohamoud Hamoud, the new Young Adult Librarian, and stated that there are 4 good prospects for a specialist for handicapped. In addition, he has hired an administrative assistant, Mrs. Zelda Williams.

Mr. Peguese reported that his staff is in the process of defining specifications for community aides and working out procedures with the Board for hiring them. In addition some young people will be available to the Action Library as part of the Neighborhood Youth Corps. Sister Mary Arthur suggested that the Archdiocese be contacted as well; they also have a Neighborhood Youth Corps.

Mr. Peguese reported that all of the books for children and young adults have been ordered, and that staff is putting together its paperback order. He said that AV hardware has been ordered and that our AV specialist is working on his software list.

Mr. Peguese said that each of his staff members will complete a plan for 50 weeks of programs and activities; many of these are now complete. The plan will be set up on a large week-by-week schedule, on a quarterly basis. The staff will not only keep a head count on children for purposes of recording attendance but will also record how many children participate in the various activities.

A question was raised on the hours that the Action Library will be open; these have not yet been firmly fixed.

Mr. Peguese concluded his remarks by announcing that the Action Library will have 10,000 hard-back volumes. The collection will represent a selective, active collection, rather than a large and comprehensive one.

Mrs. Shmavonian reported on refurbishings and furnishings: that the entrance door will be replaced with a stainless steel and glass door and an inner glass door will be added. This will enable people on the street to see into the lobby. Free materials and a comfortable couch will be visible in the lobby along with an announcement of the current week's activities.

Mrs. Shmavonian said that carpeting and shelving have been ordered, cushions, poly-wogs and other lounge-type furniture. Some desks have been purchased; others have been ordered. The adult lounge area will be filled with comfortable, homey furniture. There will be a Black Heritage and Culture room with open-face shelving; African art will be displayed.

Mr. Williams strongly urged putting an emphasis on American black culture and Mrs. Shmavonian explained that the staff had ordered a wide range of materials for the Black History and Culture Collection which will place emphasis on black American contributions and concerns as well as African heritage. She also mentioned that all books, tapes, records and other materials in this collection, whether at easy-reader level, or adult level will be inter-shelved.

Mrs. Shmavonian said there will be a cinema room probably called "The Christian Street Cinema" where films will be shown. Three rooms will have study carrels, tables and chairs, for quiet work. One room, for the present, will remain empty, its purpose to be determined later with the help of students. Some space will be set aside, hopefully, for a dark room.

Mrs. Hearn reported briefly on public and community relations. A statement was released in January on the signing of the lease for the St. Charles Community Hall; two news articles appeared locally as a result. A news release will soon go out announcing the opening date for the Action Library and later publicity will be built around the dedication. New programs, activities, materials and techniques will be the subject of later

news releases.

Mrs. Hearn reported, that the Project's mailing list has been built up with the help of the public relations departments of the co-sponsors. The next major mailing contemplated will be the Martin concept paper on the demonstration, with the news release on the opening date. It will be sent with a covering memorandum from the Project Director stating that a statement of the Objectives for this Project and the Evaluation Design are available to anyone who is interested.

Mrs. Hearn reported that a committee of students had presented several choices for a name to the Board in early January and that the Board had chosen the name Action Library to be used with the slogan "Check It Out" where appropriate. A brochure is being prepared and a flier for use in the community around the opening of the Action Library. A logo has been approved by the Executive Committee of the Community Advisory Board.

A mailing has gone out to community organizations announcing the Action Library, offering our flier and speakers. Another notice will be mailed soon to the same organizations announcing the hiring of community aides. A newsletter is being considered for the project's community contacts. Finally, buttons are being made for each child to wear identifying him or her as a "member" of the Action Library.

Mr. Benford announced that the Action Library will oper on March 27; the official dedication will be during National Library Week (April 17-21), although the date has not been set.

Mr. Benford reported briefly on the official visits to the project of members of the New York State Task Force on Library Services, and the Pennsylvania State Librarian and several of his staff.

Phila. Student Library Project

Phase IV - Joint Planning and Demonstration

MEMORANDUM

June 21, 1972

TO : File

FROM : Jack Benford, Project Director

SUBJECT: June 20th meeting of the Project's Interagency Committee

The Interagency Committee met in St. Charles Montessori School, 12 noon to 2 P.M., June 20, 1972. David A. Horowitz, Deputy Superintendent of Schools, chaired the meeting. Present were Sister Mary Arthur, Ms. Robinson, Hopewell, Brick, Myers, Keliher, Schlosser, Davis, Woy, Glover and Mullen, Father Curran, and Messrs. Powell, Hamlin, Snyder, Martin, and Rosica from the Committee. Also present were Messrs. Benford, and Peguese, and Ms. Hearn, Braudy, and Goldsmith from the staff. Charles Cella, Director of G.S.S., Norman Chansky, the independent auditor and Clifton Williams, Chairman of the Community Advisory Board, also attended the meeting.

Following lunch, Mr. Horowitz welcomed the members, staff, and guests, and briefly reviewed the major project activities of the past year. Mr. Rosica, Executive Director of Federal Programs, announced that the Office of Education had awarded two grants totalling approximately $700,000 for the fifth year (1972-73) to the School District for this Project. The State Library has also indicated that a second year's grant of $99,500 would be forthcoming.

Mr. Benford, Project Director, reported on the accomplishment of the major Project tasks during the year, including the development of a comprehensive plan for the demonstration center (Action Library); definition of 74 objectives and design of a comprehensive evaluation plan; recruitment, hiring and training of professional personnel for the Action Library; development of program outlines; survey of potential sites for the library, selection, leasing, and refurbishing of approximately 10,000 square feet of space in St. Charles Community Building, a modern, fire resistant structure at 20th and Christian Streets; requisitioning, unpacking and shelving of thousands of items of books, learning materials, audiovisual software, and equipment; opening and dedication of the Action Library, and a full year's evaluation of the project. In a word, all major tasks scheduled for the year, were successfully accomplished, and with the exception of start-up of program activities on time. Start-up was delayed several weeks due to the failure of the vendors to make deliveries of materials and equipment on time.

Mr. Peguese, Administrator of the Action Library reviewed the content of the Action Library's collection, which is a highly-diversified group of library and learning resources tailored to the special needs of students in the target community, and with an emphasis on audiovisual materials and equipment. He also outlined the program activities that his staff has been conducting for the community's students. An important task completed during the year was the hiring and training of 25 community aides, residents of the community who will assist the professional staff on a part-time, per hourly rate basis.

Mr. Benford reported on the dedication ceremonies, especially for those members who were unable to attend the May 10th dedication. With Commissioner Marland as keynote speaker, with more than 500 persons in attendance, some of whom were officials of the Federal, state, and city government agencies, and with a program of speeches, music, and tours, the affair could only be considered a great success.

Mr. Williams, Chairman of the Community Admisory Board, agreed with Mr. Benford's assessment, and expressed his special appreciation to the Advisory Board and Project staff for outstanding cooperation in planning for the dedication.

Mrs. Goldsmith, Research Associate of the Project Center, gave a brief report on implementation of the evaluation design for the first quarter (January-March) and noted that the annual report on evaluation would be completed by August 31st. She also reported that Dr. Chansky, independent auditor for the demonstration, had completed and submitted his first quarter report to the Project Center, School District, and U.S. Office of Education.

Mr. Peguese outlined plans for summer program, including field trips for the children to museums, historic sites, theatres, and the like, and noted the importance of getting free transportation for these trips. Information on buses will be obtained soon.

The next meeting of the Committee will be held in September or early October.

Following the meeting, the group was given a tour of the Action Library by Mr. Peguese and his staff.

II. PLANNING FOR THE DEMONSTRATION ACTION LIBRARY

Target Community Profile
Materials on Establishment of Community
  Advisory Board
CAB Membership
Minutes, CAB Meetings
Material on Selection of Demonstration
  Facility
Objectives
Evaluation Design

CHRISTIAN STREET-SOUTH CENTRAL COMMUNITY

Lombard St. to Wharton St.; 10th St. to 24th St.

Nearest Branch Libraries - Southwark, 7th and Carpenter Streets; Philadelphia City Institute, 19th and Locust Streets; and Queen Memorial, 1315 Pt. Breeze Avenue

SCHOOL LIBRARIES-CIRCULATION AND COLLECTIONS

SCHOOLS	STUDENT ENROLLMENT	AVERAGE WEEKLY CIRCULATION: Printed Materials Per Student	AVERAGE WEEKLY CIRCULATION: Decile Rank	LIBRARY COLLECTION: Number of Volumes in School Library Collection	LIBRARY COLLECTION: Number of Volumes Per Student	Student Achievement Level Decile Rank*	% of Students In Families with Low Incomes*	Low Income Familie Decile Rank*
St. Anthony	297	.8		2,052	6.9			
St. Charles	629	.4		1,335	2.1			
St. Paul	576	.3		3,297	5.8			
St. Peter Claver	204	1.7		1,920	9.4			
St. Rita	374	1.0		2,358	6.3			
St. Theresa	306	.6		1,264	4.1			
Arthur	597	.6		4,200	7.0			
Barrett Jr. H.	1,242	.2		10,164	8.1			
Bartlett Jr. H.	856	.5		7,126	8.3			
Durham	246	2.2		3,526	14.3			
Hawthorne	504	1.2		3,824	7.6			
Jackson	445	1.1		3,975	9.0			
Landreth	812	.5		4,000	4.9			
Pierce	595	.7		4,800	8.1			
Smith	709	1.0		7,918	11.2			
E. M. Stanton	601	.4		4,400	7.3			
TOTALS	8,993	.8	7	66,159	7.5	8	69%	7

District Decile Rank - Districts 2* and 3*

Median Family Income	Teacher Experience	Teacher Vacancies	Teacher Turnover	A.D.C. Cases
		District 2		
8	6	5	6	8
		District 3		
7	6	4	7	7

*Data apply to public schools only.

KEY TO DISTRICT DECILE RANKS

The District Decile Ranking presented in the Community Profile were taken from "School Profile of Pupil and Staff Characteristics, School District of Philadelphia," December 1969

Median Family Income. This index compares the median income level of families served by the schools in the district with the median income level of all other schools in the city. Rank 1 identifies the smallest % of enrollment from low income families; rank 10 the largest % of enrollment of low income families.

Teacher Experience. This index compares the % of teachers with less than two years of teaching experience for the schools in the District, with the percentage for all other schools in the city. Rank 1 identifies the smallest % of inexperienced teachers; rank 10, the largest % of inexperienced teachers.

Teacher Vacancies. This index compares the percent of teacher vacancies (positions filled by substitutes) for the school in the district with the percent for all other schools in the city. Rank 1 identifies the lowest % of vacancies; rank 10, the highest % of vacancies.

Teacher Turnover. This index compares the rate of teacher withdrawal for the schools in the district with the rate for all other schools in the city. Rank 1 identifies the lowest rate of withdrawal; rank 10 the higher rate of withdrawal.

A.D.C.Cases. This index compares the percent of families served by the schools in the District who are receiving Aid to Dependent Children (ADC) with the % for all other schools in the city. Rank 1 identifies the lowest % of ADC cases; rank 10 identifies the highest % of ADC cases.

PHASE III COMMUNITY PROFILE RANKING

Key To Family Income Level Decile Rank

Rank	% Of Public School Enrollment From Low-Income Families (*)
1	10.3 to 19.7
2	19.8 to 29.1
3	29.2 to 38.5
4	38.6 to 47.9
5	48.0 to 57.3
6	57.4 to 66.7
7	66.8 to 76.1
8	76.2 to 85.5
9	85.6 to 95.7
10	95.8 to 100.0

*Estimated gross income of $3,000 or less

Key To Student Achievement Level Decile Rank

Rank	Difference Between Actual Composite Score And National Composite Score, 6th Grade(*)
1	+.16 to +.48
2	-.17 to +.15
3	-.48 to -.16
4	-.81 to -.49
5	-1.14 to -.82
6	-1.47 to -1.15
7	-1.80 to -1.48
8	-2.13 to -1.81
9	-2.46 to -2.14
10	-2.80 to -2.47

*These figures represent the difference between a computed average score for public schools in the prospective communities and the national average. Based on 1968 6th grade Iowa Test Composite Scores. The national composite score was 6.8.

Key To Average Weekly Circulation Of Printed Materials Per Student, 1970

Rank	Circulation Per Student(*)
1	2.3 to 2.4
2	2.0 to 2.2
3	1.8 to 1.9
4	1.5 to 1.7
5	1.3 to 1.4
6	1.0 to 1.2
7	.8 to .9
8	.5 to .7
9	.3 to .4
10	.1 to .2

*Source - Questionnaire for School Libraries. The questionnaire was completed by 75% of all school libraries (public, parochial, and independent) in Philadelphia.

Racial Distribution of Public School Enrollment in the South Central - Christian Street Community 1969-1970

Schools	% White	% Black	% Spanish
Arthur	.2	99.8	0
Barrett, Jr. H.S.	.2	99.8	0
Bartlatt, Jr. H.S.	11.3	85.9	2.8
Durham	47.8	52.2	0
Hawthorne	.2	99.6	.2
Jackson	27.3	70.7	2.0
Landreth	0	100.0	0
Peirce	.7	99.3	0
Smith	0	100.0	0
Stanton, E.M.	.2	99.8	0

Note: Data on racial distribution of parochial school enrollment not available.

Community Councils, Health and Welfare Agencies, and Recreational-Cultural Organizations Located in the Proposed Demonstration Community.

Community Councils

Ridgeway Action Council
1223 Christian Street
Joseph Wiggins, President

Young Afro-Americans
1441 South Street
James Lester

South Street Boosters
1601 South Street
Lee Rogers

Hawthorne Community Council
1234 Webster Street
Mrs. Annie Brooks

Southwest Center City Community Council
2129 Kater Street
Eddie Williams

Hawthorne Tenant Council
13th and Fitzwater Streets
Mrs. Louis Williams

Rebound Ad Hoc Community Committee
1427 Catherine Street
Mrs. Florence Sexton, Chairman

Southeast Philadelphia Community Corporation
9th and South Streets
Donald Cook, President

South Philadelphia Neighborhood Community Education and Service Program
15th and Christian Streets
Rev. J. H. Lester

Citizens Committee to Preserve and Develop the Crosstown Community
820 South Street
George Dukes, Alice Lipscomb

Health Organizations

Christian Street Mother's Health Clinic
2058 Christian Street
Mrs. Barbara Mews, Director

Community Nursing Services, District I
Broad and Lombard Streets
Mrs. Ethel Taylor, Supervisor

Child Guidance Clinic
1700 Bainbridge Street
Dr. Salvadore Minuchin, Director

Rebound - Child Growth and Development Center
1427 Catherine Street
George Peoples, Director of Community Organization

District #I Health Center
1400 Lombard Street

Children's Hospital
18th and Bainbridge Streets

Neighborhood Health Center
9th and South Streets

Horizon House
501 South 12th Street

Graduate Hospital
19th and Lombard Streets
Edwin Taylor, Executive Director

Social Welfare Agencies

Youth Conservation Services
City of Philadelphia
Southern Division
Bartlett Junior High School
11th and Catherine Streets
Mrs. Doris Oglesby, Director
Mr. Darrow Andrews, Field Worker

Philadelphia Anti-Poverty Action Committee
Community Action Council
Area II
752 South 16th Street
Mrs. Dorothy Kelly, Council Assistant

Governor's Branch Office for Help with your Problems
South East Corner, 19th and South Streets
Nathan Lewis, Coordinator

Recreational, Cultural and Community Centers

Western Community House
1613 South Street
Rodney Williams, Director

Hawthorne Community Center
770 South 13th Street
George Cannon, Director

Christian Street Branch Y.M.C.A.
1724 Christian Street
William Morton, Executive Director

Y.W.C.A. Southwest Belmont Branch
756 South 16th Street
Mrs. Mayme Sims, Executive Director

Grace Settlement House
1032 Federal Street
Mrs. Frances Showalter, Director

John Gloucester House
22nd and Federal Streets
Mrs. Rachel Waters, Acting Director

Marian Anderson Recreation Center
17th and Fitzwater Streets
Charles Rice, Director

TENTATIVE TIMETABLE FOR ESTABLISHING THE COMMUNITY COUNCIL

September 14 — Meeting of three representatives of co-sponsoring organizations

- --Approve concept of the Community Council, its role and functions
- --Determine the size and composition (by categories) of the Council
- --Determine method for establishing the Council
- --Agree on names of community representatives (and alternates) who would be invited to organize the Council
- --Consider letter of invitation to community representatives and date for convening them

September 23 — Meeting of the Council invitees, the co-sponsors, the Project Consultant and staff

- --Review the concept of the Community Council role and functions
- --Discuss ways of bringing the Council membership up to the number agreed upon
- --Consider names of additional members to be invited by the co-sponsors
- --Decide upon a date and agenda for the first meeting of the full Council

Between October 7th and October 10th - Meeting of the full Council

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
PARKWAY AT TWENTY FIRST STREET
PHILADELPHIA, PENNSYLVANIA 19103

MARK R. SHEDD
Superintendent of Schools

ROBERT L. POINDEXTER
Deputy Superintendent

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

JOHN Q. BENFORD
Project Director

THOMAS E. ENTENMANN
Senior Research Associate

LOWELL A. MARTIN
Consultant

RESEARCH CENTER
Park Towne Place, Room S-14
2200 Benjamin Franklin Pkwy.
Philadelphia, Pa. 19130
Tel. (215) 563-7223

MEMORANDUM

September 23, 1971

TO : Father Curran, Sister Mary Arthur, Miss Davis, Messrs. Doms, Horowitz, Poindexter, Rosica.

FROM : Jack Benford, Project Director

SUBJECT: Results of September 14, 1971 meeting on the Community Council

To summarize the results of our meeting on September 14, I believe we reached agreement on the following points:

1. The Community Council should be an advisory body, and it is important to emphasize this in a clear fashion in all of our exchanges with the Council, from the very beginning.

2. The Council should be representative of students, parents, schools and libraries, churches, community action and service organizations, handicapped persons, and business, labor and professional organizations.

3. The Council members should represent the target community and, therefore, should either live or work in that community.

4. The co-signers of the Title III proposal (minus the one who lives in the secondary service area) should meet with the Project Director and the Administrator and Community Relations Specialist of the Learning Center:

   1. To review the concept of the proposed Student Learning Center and the role and functions of the Council and
   2. To obtain agreement on the persons who will be invited to become members of the Council.

5. The words "demonstration", "experiment", "testing", and "media" should not be used in materials prepared for the community. The demonstration center shall be referred to as the "Student Learning Center."

In order to broaden the base of community representation at the meeting on the Council, we have invited Mr. Poindexter, Reverend Lawrence Henry, and Father George Vermeiren to join with Mrs. Goldsborough, Mr. Dukes, Mr. Morton and my staff. Those three gentlemen are highly respected residents of the target community.

Attached are the letter of invitation to the meeting and an abstract of our September 14th meeting materials.

cc: Cella
Hart
Hearn
Martin
Peguese

Student Library Resource Requirements Project

PHASE IV - A NEIGHBORHOOD STUDENT LEARNING CENTER

Proposals for a Community Council

September 15, 1971

The Student Library Project has been in every phase a collaborative undertaking by the School District of Philadelphia, the Archdiocesan School system, The Free Library and the independent schools of Philadelphia. In Phase IV an inner city community will participate in the collaboration. The community will be represented by a community council which will be established according to Title III ESEA guidelines.

A. Purposes

1. To serve as the vehicle for free expression and discussion of community aspirations and needs with respect to the Learning Center.

2. To provide liaison and communication between the Learning Center and the community during the life span of the project.

3. To comply with Title III ESEA requirements that a community council be formed for the project.

B. Functions

The council's functions range across all areas of the project: community information and participation, program planning and program activities, evaluation, personnel, and a physical facility. Its role in each of these areas is spelled out in the succeeding paragraphs.

1. The council's major function is liaison with the community. It serves as a channel for airing the views of community residents about the Center, including complaints and suggestions for program improvements. It assists the Administrator and the Project Director in disseminating information about the Center's objectives, programs, etc.

2. The council reviews the assessment of needs for which each program is designed, and assists in determination of program priorities.

3. The council assists in project evaluation and advises on changes in program activities indicated by the evaluation.

4. The council advises the Administrator with respect to the establishment of criteria for selection of personnel and participates in the interviewing and screening of community personnel for the Center.

5. The council participates in the evaluation of suitable physical facilities to house the Learning Center and advises on selection of a facility.

C. Council Size and Composition

1. The council should be large enough to represent the major interests and groups in the community, but not so large as to be unwieldy. A council of from 15 to 20 members is recommended for this project. At least two places on the council should be left open for filling after the council is set up.

2. The major interests and groups which should be represented, according to Title III ESEA guidelines, are:

a. Students. Students are the focus of the project, and their voices are the most important of all. At least three to four students should be on the council.

b. Parents. Parental support for the education of their children is an accepted goal of our society. These, then, represent the second most important voices in the council. Moreover, the center will provide special activities designed to serve parents. At least three to four parents should be on the council.

c. Schools and Libraries. Since one of the major goals of the project is to bring about acceptable changes in existing school and public libraries, it will be most important to have on the council two to three community residents who are knowledgeable about schools and/or libraries.

d. Churches. There are more than 40 churches in the target community, and they play an important role in the lives of the residents, not only as religious institutions, but also as community organizations. For many of the residents, their church is the only community organization to which they belong. Clearly, the churches should be represented on the Council.

e. Community Action and Service Organizations. There are a number of these in the target community. They include such organizations as the Southwest Center City Community Council, the YMCA, the Rebound Health Center, the Anderson Recreation Center, and the Durham School. (Most of the churches also qualify for this category.) At least two representatives should be on the council.

f. Handicapped Persons. One of the goals of the Learning Center is to serve physically and mentally handicapped persons. Further, the Title III ESEA guidelines require that this group be identified and that a special program component be developed to serve them. At least one handicapped person or individual who works with the handicapped of this community should be included on the council.

g. Business, Labor and Professional Organizations. The generally more enlightened views of these organizations toward community involvement suggest that a representative of each be considered for the council. One from each group should be on the council.

D. Method for Establishing the Council

1. The method selected for establishing the council should be one which is a) democratic, i.e., permits spokesmen for the community to be involved in selecting the membership, and which b) allows some input by the co-sponsoring organizations and the Project staff, and which c) insures the kind of representation outlined above.

2. The purpose of the meeting on October 5, would be to arrive at decisions regarding the size and composition of the council. Hopefully, the individuals attending the meeting can reach a decision on names for the council.

E. Organizational Relationships (see attached chart)

1. The Research Center

a. Established in 1968 under the co-sponsorship of the School District, the Archdiocesan Schools, The Free Library, and independent schools to generate, administer, conduct, and evaluate research, joint planning, and demonstration activities outlined in the proposals funded by the U. S. Office of Education continuously since June, 1968.

b. Responsible for developing the goals and objectives of the project; for developing and implementing the plan and evaluation design in Phase IV for the Learning Center; for developing and evaluating joint planning activities in other areas of library service and joint planning; and for expenditures under the project budget under terms and policies established by the U. S. Office of Education and the School District.

c. Functions as a coordinating agency for developing and maintaining inter-agency cooperation and participation by the public, parochial, private schools and The Free Library in project activities. The coordinating function is extended to an inner city community, through a community council, in Phase IV.

d. Represents the co-sponsoring organizations in planning and implementing the Learning Center, in carrying out the evaluation design, and in relations between the sponsoring agencies, the community council, and the community.

e. The Research Center and the Project Director, specifically, are responsible for maintaining accountability to the co-sponsoring agencies and the U. S. Office of Education in compliance with the goals and plans set forth in the formal proposals under which the project has been funded.

2. The Inter-Agency Committee

a. The Inter-Agency Committee has functioned since 1968 as a coordinating body and liaison group to the project respresenting the co-sponsoring organizations. It has 35 members, representing the public, parochial, and private schools of Philadelphia, The Free Library, and the major colleges and universities in the city. Its membership includes students, parents, librarians, teachers, supervisory and administrative personnel.

b. The Inter-Agency Committee has supported and participated in the research and planning activities of the project. It will continue to represent the co-sponsoring organizations with the Research Center.

3. The Neighborhood Student Learning Center

a. Established as one of two major project purposes set forth in the official proposals accepted for funding by the U. S. Office of Education. It embodies the physical setting, staff, program activities, and collections required for implementation of the goals and objectives of the Phase IV of the Student Library Project.

b. Operates under the supervision of an Administrator appointed by and responsible to the Project Director for implementation of project objectives and policies.

c. Is responsible for programs, staffing, collections, and data collection to function within the scope of the overall plan to be developed for the Neighborhood Student Learning Center.

d. Staff and program activities are the responsibility of the Administrator. Changes in the governing plan for the Learning Center can be recommended by the Administrator, for approval by the Project Director.

4. The School District of Philadelphia

a. The School District is the recipient of the U. S. Office of Education grants for the project and is responsible for the expenditure of those funds in accordance with the

grant documents. It has delegated to the Project Director the authority and responsibility for initiating project expenditures, subject to the approval of School District officials, and within the budget established for the project. This delegated authority extends to the budget for the Learning Center program.

b. The School District is responsible for carrying out the requirement for an independent audit established by the U. S. Office of Education.

c. In cooperation with the Archdiocesan Schools, The Free Library and other supporting organizations, the School District maintains overall policy direction for the project. This cooperative policy direction is maintained both through direct contact with the Project Director and through the Inter-Agency Committee.

5. The Archdiocesan Schools, The Free Library and Independent Schools

a. These organizations have been co-sponsors of the project since its inception in 1968. They were co-sponsors of the proposals under which the fourth phase was funded, and continue as co-sponsors of the learning center and joint planning activities.

b. The Archdiocesan schools in the target community will participate, along with the public schools, in the Center's activities.

c. The Free Library will administer a special grant for the project by the Pennsylvania State Library from LSCA funds, the grant to be used for two positions in the Learning Center staff, development of an in-service training program, acquisition of some materials for the Center's collection, and renovation and rental costs of the physical facility. Responsibility for initiation of expenditures under the grant will be delegated to the Project Director

d. The independent schools of Philadelphia have participated in the project since its inception and continue as a co-sponsor of the learning center.

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
PARKWAY AT TWENTY FIRST STREET
PHILADELPHIA, PENNSYLVANIA 19103

MARK R. SHEDD
Superintendent of Schools

ROBERT L. POINDEXTER
Deputy Superintendent

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

This letter was sent to: Rev. Lawrence Henry, Rev. George Vermeiren, Mr. George Dukes, Mr. William Morton and Mr. Robert L. Poindexter.

September 22, 1971

Mrs. Lorraine Goldsborough
919 South 17th Street
Philadelphia, Penna. 19146

Dear Mrs. Goldsborough:

We are very pleased to invite you to assist us in forming a Community Council for a proposed Student Learning Center in your community. The Council will be made up of 15 to 20 people who live or work in the community--students, parents, and representatives of schools, libraries, churches, the handicapped, business, labor and community organizations.

Could you meet with Jack Benford, Project Director, Charles Peguese, Center Administrator, Ron Hart, Community Relations Director, and several other community representatives on Tuesday, October 5 at 10:00 a.m. at the YMCA, 1724 Christian Street.

We are enclosing materials which outline some ideas about the proposed Neighborhood Student Learning Center. Preliminary planning is being undertaken by the Student Library Research Center and Learning Center staff under the co-sponsorship of the School District of Philadelphia, The Free Library, and the Archdiocese of Philadelphia.

We look forward to talking about this further with you and to hearing your ideas at our meeting.

Sincerely,

David A. Horowitz
Deputy Superintendent for Instruction
Philadelphia Board of Education

Paul F. Curran
The Rev. Paul F. Curran
Assistant Superintendent of Schools
Archdiocese of Philadelphia

Keith Doms
Keith Doms
Director
The Free Library of Philadelphia

Encls.

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Philadelphia Student Library Project
LEARNING CENTER
October 5, 1971

A G E N D A

I. Welcome (John Q. Benford, Project Director)

   A. Brief description of the Project and its background

   B. Phase IV (the demonstration)

      1) Broad goals and objectives

      2) Value of the project to the Office of Education; its applicability to other communities

      3) Selection of the target community

II. Description of the Learning Center (Charles Peguese, Administrator)

   A. Segments of the community to be served

   B. Types of programs and activities planned for the Center

III. Community Involvement (Ron Hart, Community Relations Specialist)

   A. Project aim is to have a true expression of the community's needs and interests.

   B. Community Council will be the vehicle to represent the community's views, through the planning stage, and beyond the opening on programs and policies. Council will suggest new directions for programs, new programs and activities.

   C. Learning Center will continue to incorporate the interests, desires, and reactions of the community into its policies -- through the Council and through employees and volunteers who are residents of the community, and through the users of the Center.

IV. Conditions for Establishment of the Council (John Q. Benford)

   A. Office of Education guidelines and criteria regarding nature of Council and representation of various segments of the community.

   B. Agreement by co-sponsoring institutions on 9/14 regarding composition of the Council and method of selection of members.

V. Selection of Members of Council

VI. Plans for Meeting with Full Council

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
PARKWAY AT TWENTY FIRST STREET
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MARK R. SHEDD
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PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

JOHN Q. BENFORD
Project Director

THOMAS E. ENTENMANN
Senior Research Associate

LOWELL A. MARTIN
Consultant

RESEARCH CENTER
Park Towne Place, Room S-14
2200 Benjamin Franklin Pkwy.
Philadelphia, Pa. 19130
Tel. (215) 563-7223

October 12, 1971

Miss Phyllis Bebee
740 Martin Street
Philadelphia, Penna. 19146

Dear Miss Bebee:

We are pleased to invite you to become a member of the Community Advisory Board for a proposed Student Learning Center, which will be located in your community. The Board will consist of approximately 20 people who live or work in the community: students, parents, and representatives of schools, libraries, churches, the handicapped, business and community organizations.

Could you meet with Jack Benford, Project Director; Charles Peguese, Center Administrator; Ron Hart, Community Relations Director; and several other staff members from the Learning Center on November 11 at 3:30 p.m. at the St. Charles Montessori School. At that time, the Board members can review the plans for the Center, elect officers, and schedule their meetings.

Materials are enclosed which outline some ideas being proposed for the Neighborhood Student Learning Center. Preliminary planning is being done by the Student Library Research Center and Learning Center staff under the co-sponsorship of the School District of Philadelphia, The Free Library, and the Archdiocese of Philadelphia.

We hope you will respond favorably to this invitation, and work with us to create a Learning Center which will begin to meet the needs of the community's students.

Sincerely,

The Rev. Paul F. Curran
Assistant Superintendent of Schools
Archdiocese of Philadelphia

David A. Horowitz
Deputy Superintendent for Instruction
School District of Philadelphia

Keith Doms
Director, The Free Library

Encls.

✓ JQB
AH

E. M. STANTON SCHOOL
17th and CHRISTIAN STREETS
PHILADELPHIA, PENNSYLVANIA 19146

919 South 17th Street
Philadelphia, Pennsylvania 19146
October 18, 1971

The Reverand Paul F. Curran
Mr. David A. Horowitz
Mr. Keith Doms

Dear Sirs:

Thank you for your invitation to become a member of the Community Advisory Board for the proposed Student Learning Center. I accept your invitation.

You may expect me on November 11, 1971 at 3:30 p.m. in the Saint Charles Montessori School.

Your ideas concerning the proposed Learning Center were discussed at our Home and School Association last week. The parents seemed most receptive. The materials sent to me by Mr. Hart were passed out at that time; and hopefully, read carefully.

On behalf of this Community; the parents and most especially the children, thank you for picking our area to, "Help us - Help ourselves!"

Sincerely,
Lorraine Goldsborough
Mrs. Lorraine Goldsborough
President

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
PARKWAY AT TWENTY FIRST STREET
PHILADELPHIA, PENNSYLVANIA 19103

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PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

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2200 Benjamin Franklin Pkwy
Philadelphia, Pa. 19130
Tel. (215) 563-7223

November 4, 1971

MEMORANDUM

TO: Members of the Community Advisory Board, Student Learning Center (Philadelphia Student Library Project)

FROM: John Q. Benford, Project Director

SUBJECT: First Board Meeting, Thursday, November 11 at 3:30 p.m., St. Charles Montessori School, 1941 Christian Street

I am looking forward to meeting you at the first meeting of the Board on November 11th. At that meeting, project staff will outline the purposes and ideas for the Student Learning Center, and we hope that the Board will organize for its important role in the project.

I have enclosed an agenda for the meeting, as well as a set of suggested by-laws for your consideration. Also included is a list of the members of the Board.

November 11, 1971

Suggested Agenda

1. Background. Brief description of the project and the Learning Center - Jack Benford, Charles Peguese, Ron Hart.

2. Round-table discussion of role and functions of the Board

3. Consideration of proposed by-laws (approve or amend)

4. Nomination and election of officers

5. Determine schedule of meetings

6. Staff reports

    (1) community survey

    (2) publicity

    (3) program

    (4) site selection

    (5) report on Learning Center Objectives

    (6) other (as Board desires)

Revisions of Community Advisory Board
in its first meeting, November 11, 1971 November 11, 1971

PROPOSED COMMUNITY ADVISORY BOARD BYLAWS

ARTICLE I - NAME

The name of this organization shall be the Student Learning Center Community Advisory Board, hereinafter referred to as the "Board".

ARTICLE II - PURPOSE

The general purpose of this Board shall be: To provide liaison and communication between the Center and the community and to advise, review, and make recommendations on all matters related to its operation.

ARTICLE III - MEMBERSHIP

SECTION 1. Eligibility and Number

A body of approximately twenty one (21) persons, all of whom reside, work, or evidence interest in the Christian Street Community.

SECTION 2. Classes

The Board shall be broadly representative of the community, including students, parents, community organizations, civic and religious groups, educators, individuals and representatives of the handicapped, as specified in the Office of Education Guidelines.

SECTION 3. Selection

Several community representatives who co-signed the application to the U. S. Office of Education and several other community residents were asked by the co-sponsoring institutions to meet and to agree upon a list of approximately twenty (20) persons, and alternates, who were subsequently invited to serve on the Community Advisory Board. When the terms of 10 of the original members expire new members shall be elected by the remaining members, and that procedure shall be followed thereafter.

SECTION 4. Tenure

The terms of the Board members shall be staggered. Ten (10) members of the Board shall serve a term of one year beyond June 14, 1972, and the other eleven (11) shall serve a term of two years beyond June 14, 1972 (to be consistent with the dates of grant renewal). All terms thereafter shall be for two years. Length of initial term shall be determined by random selection.

ARTICLE IV - OFFICERS

SECTION 1. Every member of the Board shall be eligible for office, and all officers of the Board shall be selected from the Board membership. There shall be a Chairman, a Vice-Chairman and a Recording Secretary.

SECTION 2. The term of all officers shall be one (1) year, with the exception of the first permanent officers who shall serve until June 14, 1973. Officers may succeed themselves.

SECTION 3. Nomination and Election of Officers

(A) Election shall be by ballot. Each Board member shall receive a blank ballot on which to record his or her choice. The Winner shall be determined by the majority of those present and voting.

The Secretary pro tem will collect, tabulate and announce the results of the election.

SECTION 4. Vacancies - A special election shall be held to fill any vacant office. At least 30 days written notice of such election shall be given to all members of the Board.

SECTION 5. Duties of Officers -

(A) Chairman - Presides at all meetings, appoints members to standing committees. Acts as a spokesman of the Board when talking to the community.

(B) Vice Chairman - Acts in the absence of the Chairman. Becomes Acting-Chairman if the chair becomes vacant for any reason, pending a special election.

(C) Recording Secretary - Records all actions of the Board through the minutes. Calls role when necessary. Keeps Bylaws, reference files and assists the Chair in preparation of each agenda. In the event either the Chairman or the Vice-Chairman can not attend a meeting, the Secretary shall call the meeting to order and ask for nominations for a Chairman Pro Tem.

(D) Pro Tem Officers - (organizational) The appointed Board members shall choose from their ranks a temporary Chairman and a Secretary. The temporary Chairman shall initiate the election of the permanent officers.

ARTICLE V - MEETINGS AND QUORUMS

SECTION 1. Regular Meetings - Board meetings shall be held once each month (date and time to be specified), unless the Board itself waives a meeting.

SECTION 2. Executive Meetings - Officers shall meet once each month prior to regular Board meeting (date and time to be specified).

SECTION 3. Special Meetings - Special meetings of the Board or of a committee may be called by the Chairman or Administrator for a specific reason. Board members must receive advance notice. Board members may also call special meetings by a request of one third (1/3) of their number for a specific purpose.

SECTION 4. Quorum - A simple majority shall constitute a quorum.

SECTION 5. Voting - A simple majority of those present shall pass a motion.

ARTICLE VI - COMMITTEES

SECTION 1. Appointment - Members of Committees shall be appointed by the Chairman, except for the Executive Committee. Members of committees shall serve at the pleasure of the Board.

SECTION 2. Executive Committee - The Executive Committee shall consist of the officers of the Board and the administrator. Any action of the Executive Committee shall be reported for ratification at the next meeting of the Board and, if indicated, may be reported sooner by mail; a simple majority of the members of the Committee shall constitute a quorum.

SECTION 3. Budget Matters - The Executive Committee shall review budget proposals relating to the Learning Center and shall make recommendations to the Administrator and the Project Director.

SECTION 4. Personnel Matters - The Executive Committee shall serve as the personnel committee of the Board. While the Administrator shall be responsible for all specific personnel actions - hiring, promotion, salary increments, discharge - he shall report all such actions to the Executive Committee. The personnel policies and procedures of the Philadelphia Board of Education shall apply to the Center. Where their application to the Center involves interpretation or more detailed policies and procedures, the Administrator shall submit such policies and procedures to the Executive Committee for its advice and recommendations.

SECTION 5. Special Committees - Other committees shall be formed if deemed necessary by the Chair and/or Board. Members shall be appointed by the Chair for a specific term.

ARTICLE VII
PARLIAMENTARY AUTHORITY

For procedures not covered in the Bylaws of the Board, Robert's Rules of Order shall be the authority.

ARTICLE VIII - AMENDMENTS

These Bylaws may be amended at any regular meeting of the Board by a constitutional majority. Notice of such amendment will be given in writing to all Board members at leat one regular meeting prior to the meeting at which the proposed amendment is to be considered for adoption.

November 22, 1971

Further Revisions by Staff, for Consideration of the Board

ARTICLE I - NAME

The name of this organization shall be the Student Learning Center Community Advisory Board, hereinafter referred to as the "Board". The Student Learning Center is hereinafter referred to as the "Center".

ARTICLE II - PURPOSE

The general purposes of this Board shall be: To provide liaison and communication between the Center and the community and to advise, review, and make recommendations on all matters related to the Center's operation.

ARTICLE III - MEMBERSHIP

SECTION 1. Number and Qualifications

The Board shall consist initially of twenty-one (21) persons, all of whom shall live, work or evidence interest in the Christian Street Community.

SECTION 2. Representation

The Board shall be broadly representative of the community, including students, parents, community organizations, civic and religious groups, educators, individuals and representatives of the handicapped, as specified in the Office of Education Guidelines.

SECTION 3. Selection

Several community representatives who co-signed the application to the U. S. Office of Education and several other community residents were asked by the co-sponsoring institutions to meet and to agree upon a list of approximately twenty (20) persons, and alternates, twenty-one of whom were subsequently invited to serve on the Community Advisory Board. When the terms of ten of the original members expire new members shall be elected by the remaining members, and that procedure shall be followed thereafter.

ARTICLE IV - OFFICERS

SECTION 1. Eligibility

Every member of the Board shall be eligible for office, and all officers of the Board shall be selected from the Board membership. There shall be a Chairman, a Vice-Chairman and a Recording Secretary.

SECTION 2. Term

The terms of all officers shall be one (1) year, with the exception of the first permanent officers who shall serve until June 14, 1973. Officers may succeed themselves.

SECTION 3. Nomination and Election of Officers

Election shall be by ballot. Each Board member shall receive a blank ballot on which to record his or her choice. The Winner shall be determined by majority vote of those present and voting.

The Secretary pro tem will collect, tabulate and announce the results of elections.

SECTION 5. Duties of Officers

(A) Chairman - Presides at all meetings. Appoints members to all standing committees, except the Executive Committee. Acts as a spokesman of the Board when talking to the community.

(B) Vice Chairman - Acts in the absence of the Chairman. Becomes Acting Chairman in the event of a permanent vacancy in the office of Chairman, pending a special election to fill the Chair.

(C) Recording Secretary - Records all actions of the Board through the minutes. Calls role when necessary. Keeps Bylaws, reference files and assists the Chair in preparation of each agenda. In the event either the Chairman or the Vice-Chairman can not attend a meeting, the Secretary shall call the meeting to order and ask for nominations for a Chairman pro tem.

(D) Pro Tem Officers - (organizational) The appointed Board members shall choose from their ranks a temporary Chairman and a Secretary. The temporary Chairman shall initiate the election of the permanent officers.

ARTICLE V - MEETINGS AND QUORUMS

SECTION 1. Regular Meetings

Shall be held once each month on a date and at a time and at a place to be specified in advance, unless the Board itself waives a meeting.

SECTION 2. Executive Committee Meetings

Officers shall meet once each month prior to the regular Board meeting, on a date and at a time and place to be specified in advance.

SECTION 3. Special Meetings

Special meetings of the Board or of a committee may be called by the Chairman or Administrator for a specified reason. Board members may also call special meetings by a request of at least one-third (1/3) of their number. Board members shall be given advance written notice, and the notice shall specify the item or items to be considered at the meeting. All actions taken at a special meeting shall be reported at the next regular Board meeting.

SECTION 4. Quorum

A simply majority shall constitute a quorum.

SECTION 5. Voting

A simply majority of those present shall pass a motion.

ARTICLE VI - COMMITTEES

SECTION 1. Members of Committees shall be appointed by the Chairman, except for the Executive Committee. Members of committees shall serve for a specific term and shall not be removed by the Chairman without the consent of the Board.

ARTICLE VIII - AMENDMENTS

These bylaws may be amended at any regular meeting of the Board by a majority vote of the entire Board. Notice of such amendment shall be given in writing to all Board members at least one regular meeting prior to the meeting at which the proposed amendment is to be considered for adoption.

Philadelphia Student Library Project

COMMUNITY ADVISORY BOARD

Clifton J. Williams
Chairman

NAME	ORGANIZATION
Miss Rita Alexander	Student
Miss Phyllis Bebee	Student
Mrs. Florence Dexter	Services for Handicapped
George T. Dukes	Community Organization
Mrs. Geraldine Ferree	Parent
Joel Fowler	Student
Rev. Cecil D. Gallup	Church
Mrs. Lorraine Goldsborough	School/Parent
Rev. Laurence Henry	Church
Mrs. Isma Jackson	School/Parent
Robert F. Lewis	Community Organization
Mrs. Rebecca Littlejohn	Parent/School
Robert L. Poindexter	School
John Robbins	Student
George A. Scott	Business/School
Mrs. Mame Sims	Community Organization
Mrs. Algie Streat	Library
Rev. George R. Vermeiren	Church
Miss Erika Waechter	Community Organization
Clifton J. Williams	Parent
Eddie Williams	Parent

COMMUNITY ADVISORY BOARD

Minutes of Third Meeting
Thursday, January 13, 1972

Present: Miss Phyllis Bebee, Rev. C. Gallup, Mrs. L. Goldsborough, Mr. Robe. Lewis, Mrs. R. Littlejohn, Miss M. Sims, Mrs. A. Streat, Rev. G.. Vermeiren, Miss E. Waechter, Mr. C. Williams, and Mr. G. Scott (by proxy.)

Present for the Library Project: Mr. J. Benford, Mr. C. Peguese, Mrs. A. Hearn, Mr. L. Anderson, Mr. R. Hart, Miss B. Berry, Miss P. Myrick, Miss D. Weiner, Mrs. V. Shmavonian, Mr. F. Stevens, Mrs. Z. Braudy.

As it was past the designated meeting time (3:30 P.M.) and no quorum was present, Chairman Clifton Williams decreed this to be an Executive Committee meeting with all members present empowered as Officers Pro Tem - Committee Chairmen. The meeting was declared open, and all business at hand which does not require full board approval will be acted on.

Mr. Peguese was called on for the invocation and then requested by Mr. Williams to introduce his Learning Center Staff. He introduced Miss Bernice Berry-Reading Specialist, Miss Patricia Myrick-Children's Librarian, Mr. Lewis Anderson-Audio-Visual Specialist, Mr. Ronald Hart-Community Services Director and Mrs. Zelda Braudy-Secretary. Each one of the professional people gave a brief resumé of what he or she is doing now and what they are planning for the Center. Mr. Peguese informed the meeting that three professional positions are still waiting to be filled; one is for a Young Adult Librarian, an Adult Librarian and a Specialist to work with the Handicapped. Additional non-professional staff members will be assigned when the Center is in operation. These will include various aides who will assist members of the professional staff in a variety of ways. Mr. Peguese explained that since the funds for this project come through the Board of Education, full-time employees must qualify for a position through a regular examination. Part-time employees, who are paid by the hour, can be paid through an Extension Payroll, and do not have to take an examination. These part-time positions, when available, will be publicized throughout the neighborhood by the CAB.

Mr. Williams stopped the meeting at this point for a roll call. A quorum was now present and the Minutes of the previous meeting, which had been mailed to each member, were accepted as received.

Mr. Williams requested from Mr. Peguese a list of all the activities planned by the professional staff members of the Learning Center. Mr. Peguese agreed to place this in his hands.

Evaluation Design: Mr. Benford informed the members that an Evaluation Plan had been submitted to the Office of Education in Washington. Mrs. Goldsborough requested that a copy be sent to all CAB members. The purpose of this plan is to monitor how the Center expects to achieve its objectives. The Office of Education would like to see the benefits of such a program documented for use by other libraries throughout the country. Dr. Norman Chansky is the Auditor of the program. Among other things, the Plan includes a set of objectives, how they will be achieved and a time table. Mr. Benford went over the main points of the student and management objectives using charts. It is designed so that students will not be aware of being tested. Mrs. Waechter stated that she felt that the students were being deceived if they were not informed directly of the testing. Mr. Williams concurred. He also felt that the children should be told exactly what is planned. Mr. Peguese denied that any deception was planned. He stated that the usual classroom tests with the announcement beforehand turns a large percentage of students "off". This was substantiated by classroom teachers present. It is planned to use games in a warm, pleasant atmosphere which will be different from the usual classroom testing.

Every member present was given a sheet showing the Tentative Time Table and Plan for News Releases. Mr. Williams felt that his picture should not be featured at the Center opening. He stated that the children and adults who will be using the Center are of prime importance.

Mrs. Hearn reported that on January 10, 1972 a meeting had been held at the YMCA with Mr. Lewis, student members of the CAB and 11th grade students who had participated in the Community Survey. The members present had been given a copy of the possible names recommended for the Center. The first two - GET IT! and CHECK IT OUT - had received the strongest support. Mr. Williams called out all the names and asked whether there were any additions. There were no new suggestions but several members

noted the possibility of combining two or three names. Examples: CHECK IT OUT at ACTION LIBRARY for a STEPPING STONE. Also, CHECK IT OUT - ACTION LIBRARY. Mr. Williams said that the members should be wary of names which may be dated. There was considerable discussion pro and con. The Student Member present was asked her feelings about the thoughts of the students when the names were chosen. She said they seemed to identify with the first two names. Rev. Gallup made a motion that the name of the Center be ACTION LIBRARY with GET IT! or CHECK IT OUT as mottoes to be used in the publicity and logo. Mrs. Streat seconded the motion. Ayes carried the motion. Mr. Frank Stevens of the Graphics Section of the Free Library showed the members two logos which he had drawn. One drawing used GET IT, the other - GET IT - ACTION LIBRARY. Both drawings showed a letter G ending in an arrow. Two different color combinations were used. After a number of opinions were expressed as to colors and sizes, Mr. Williams asked that the membership empower the Executive Committee to finalize the logo. He promised that it would be done to everyone's satisfaction. Rev. Gallup made a motion that the Executive Committee be empowered to make the final selection. Miss Sims seconded the motion. Ayes carried the motion.

Mrs. Hearn introduced Miss Debra Weiner to the CAB. Miss Weiner will help with publicity for the Center. She noted that news releases should be sent out in a series and she will take care of doing this. Radio and TV stations together with editors of the Woman's Page of area newspapers will be contacted for publicity. Miss Weiner also offered to help in obtaining part-time para-professionals, when job descriptions are available, by publicity in neighborhood papers and other available sources.

Mr. Williams thanked Miss Weiner and all cooperating members of the CAB for their help.

Mr. Williams thought it adviable that Board members notify the Recording Secretary when they know they will be unable to attend a scheduled meeting.

A copy of a proposed change to the by-laws was given to all members present. Members not present will receive a copy in the mail. This will be reviewed and a vote taken at the next meeting. With the revision, seven instead of eleven members will be

required for a quorum.

Mrs. Goldsborough will send all members a request for a list of all community groups to which they belong.

All School-Community Coordinators and Home and School Associations in the Primary Area should be contacted for publicity.

DEDICATION CEREMONY: It was suggested that invitations be sent to all elected officials on a city, state and U.S. Government level. Included also will be public and parochial school officials. Mr. Williams said he felt that the success of any project depends on the rapport established with the elected officials. Mr. Williams brought up the question of entertaining the guests invited to the Dedication. As a follow-up he appointed an Entertainment Committee. Rev. Cecil Gallup, Chairman, with members Miss Bebee, Miss Waechter, Mrs. Goldsborough and Mrs. Streat.

The next scheduled meeting will be Thursday, February 10, 1973 at 3:30 P.M., SHARP, in the lower level of St. Charles Borromeo Community Hall, N.W. Corner of 20th and Christian Streets. Please be prompt.

COMMUNITY ADVISORY BOARD

Minutes of Fourth Meeting
February 10, 1972 - Thursday

Present: Miss P. Bebee, Rev. Gallup, Mrs. L. Goldsborough, Mrs. I. Jackson, Mr. R. Lewis, Mrs. R. Littlejohn, Mr. R. Poindexter, Mr. J. Robbins, Mr. G. Scott, Mrs. A. Streat, Father George, Miss E. Waechter, Mr. C.J. Williams, Mr. E. Williams.

Present for the Library Project: Mr. J. Benford, Dr. N. Chansky, Mr. C. Peguese, Mrs. Z. Braudy.

Mr. Clifton J. Williams, Chairman, opened the meeting and asked Mrs. Goldsborough to call the roll in order to verify the presence of a quorum. When Mr. Joel Fowler's name was called, Mr. Williams stated that he was no longer a member of the Board. Mr. Williams asked Mrs. Goldsborough to read the minutes of January 13, 1972 meeting. A copy had been mailed to each member. Additions and/or corrections were called for. Miss Waechter requested the inclusion of the fact that there had been a dissenting discussion about the plans of the Entertainment Committee. Mr. Williams made a motion that the minutes be accepted with the addendum. The motion was seconded and carried.

Mr. Scott asked why the Amendment had been made. Mr. Williams answered that too much valuable time was lost waiting for members to appear after the stated opening time at the regular monthly meetings. It was unfair to those members who came on time to have to run past the 4:30 scneduled closing. With the Amendment only one-third of the CAB members would be required for a quorum. Mr. Scott stated that the Amendment as stated was not clear, and he suggested a clarification. A Motion was made to this effect, which was seconded by Reverend Gallup. A "yes" vote was carried by the membership. Original Amendment: "A simple majority shall constitute a quorum for all special and called meetings. For all regular meetings one-third of the total

number of Board members shall constitute a quorum." Amended Amendment: "A simple majority of all Board Members shall constitute a quorum for all special and called meetings. For all regular meetings one-third of the total number of Board members shall constitute a quorum."

Rev. Gallup was asked to give the Invocation.

Mr. Benford introduced Dr. Norman Chansky, the Auditor appointed by the School Board, who had been invited to sit in on the CAB meeting.

Mr. Peguese was asked to report on the progress of the Library. He informed the meeting that the position of Young Adult Librarian has been filled by Mr. Mohamoud Hamud, of Somalia, East Africa. He has his B.S. and M.S. from Western Michigan University. He is now in the process of ordering the Young Adult Collection and planning programs for the Center in his field. Partitions for the staff offices have been installed at St. Charles Hall. Telephones will be installed shortly. The staff anticipates moving in by the end of next week. The School District has awarded the Library's book bid to a company. Requisitions for over $30,000 worth of books have been sent to the Purchasing Department. Individualized reading materials in the amount of $25,000 have been ordered. Contracts have been awarded to the Bro-Dart Co., for library furniture, shelving, etc. In regard to Community Aides- ten to fifteen part-time and half-time people will be hired. High school juniors and seniors will be hired on a part-time basis through the Neighborhood Youth Corps, which is part of the Board of Education. An extension payroll is being made up for submission to the Personnel Office of the School District. Each individual staff member has been asked for guide lines to be used in selecting of aides - how many they need, qualifications, and

how much time will be needed to train them.

A letter will be drafted giving possible opening date. This will be sent to all community people in the Primary Area - principals of the seven schools, pastors, home and school community-coordinators, Child Guidance Clinic, Durham School, Mother Superior, heads of community organizations, YMCA, etc.

Mr. Williams questioned how the CAB would be able to screen the people recommended for positions from the community. The minutes of the first meeting (Nov. 11, 1971) were referred to, in which was reviewed the purposes and functions of the CAB as listed in Proposals for a Community Council (dated September 15, 1971). Under Board's functions, item #4 states "It will advise the Administrator re criteria for selection of personnel and participate in the selection of community personnel for the Center." Mr. Poindexter made a motion stating that the letter to be sent out by the Learning Center to community organizations requesting referrals of neighborhood people, should carry the name of Mr. Clifton Williams on the left as a counter-signature. Mr. Scott seconded the motion. The motion was carried. Mr. Benford informed the members that a brochure was being prepared by Mr. Stephens and members of the Library Staff. This will be distributed in the Primary Area. Also a flier will be duplicated to be distributed door to door.

Mr. Williams asked that Mrs. Littlejohn, Mrs. Streat and Mrs. Goldsborough form a committee to work on publicity to be sent out to the Primary Area.

Mr. Williams asked for a report from the Entertainment Committee which had met for a meeting at 3 P.M., before the present scheduled meeting. Miss Waechter, a member of the committee, read off a list of people to be invited to the opening of the Learning

Center, tentatively set for April 12. The list included elected officials of the city, state and U. S. Government (Senators and Representatives). Also School District officials involved in the project, parochial school officials, principals of feeder schools and neighborhood organizations. Members present were asked to suggest the names of people or organizations who they thought should be included and who may have been omitted from the list. Miss Waechter questioned whether it was necessary to invite all the people listed. She felt that there was a possibility that the people for whom the Learning Center is meant might resent some of the people invited for prestige, and might, therefore, be turned against the Center. Rev. Gallup felt that everyone from the very "top" to the "Bottom" should be invited. Mr. Williams stated that as this was a Federal project we could not think of omitting government officials. Mr. Scott felt that it was good politics to extend invitations to all, and leave the responsibility of attending on them. Mr. Williams asked for a show of hands of those who wished the Entertainment Committee to continue their work. There was a majority vote of "yes".

Miss Waechter asked whether the Library Staff was permitted to speak at the CAB meeting, or whether they had to wait to be invited to speak. Mr. Williams answered that they could speak if he granted them permission and as long as they were in order. Mr. Williams asked Mr. Benford where the funds were to be procured for the reception. Mr. Benford answered that he was going to Washington the following day and would check on this matter.

Dr. Chansky said that he was glad to be invited to sit in on the CAB meeting.

The next scheduled meeting will be the 2nd Thursday in March, the 9th, promptly at 3:30 P.M.

COMMUNITY ADVISORY BOARD

Minutes of Fifth Meeting
March 9, 1972

Present: Miss Phyllis Bebee, Mrs. Florence Dexter, Rev. Gallup, Mrs. L.Goldsborough, Mrs. Isma Jackson, Mrs. R. Littlejohn, Mr. Geo. Scott, Mrs. Algie Streat, Rev. Geo. Vermeiren, Miss E. Waechter, Mr. C. J. Williams, Mr. E. Williams.

Present for the Library Project: Mrs. V. Shmavonian, Mr. John Benford, Mr. C. Peguese, Mrs. Z. Braudy.

The Chairman, Mr. Clifton J. Williams, opened the meeting as there were nine members present which constitutes a quorum according to the amended by-laws. Rev. Vermeiren gave the invocation. Mrs. Goldsborough read the minutes of the previous meeting held February 10, 1972. Additions or corrections were asked for. There were none and the minutes were accepted as read.

The first order of business was the report from the Entertainment and Reception Committee. Rev. Gallup read the report as Miss Waechter had been absent because of illness. The Committee had listed the people and groups who they felt should be sent a special invitation by letter. They presented the format of an invitation to be printed with space for a name to be filled in. About 1000 of these are to be printed. They will be distributed to CAB members who will give them out after filling in the name of the person they are inviting. School-Community Coordinators will be asked to take a lead in having parents give or send out 3 or 5 invitations each. The program as planned on April 21 or 24 at 3:00 P.M. in St. Charles Community Hall, would have a receiving line consisting of the Staff, Community members, School Representatives - Public and Parochial, Re-bound Representatives, Block Captains. Hostesses would be from the same groups. It has been planned to have the Glee Clubs of South Phila. High School and Barrett Jr. High School performing at the Opening. Promotion is being planned through newspapers, community organizations who will be sent flyers to distribute, spot announcements on T.V., and School-Community Coordinators. The Committee layed out a formal program with Mr. John Frangipani, Superintendent of District #2, presiding. The actual date depends on the schedule

of Commissioner Marland, Office of Education. Mr. Benford said he would be in touch with the Office of Education in Washington and let the Reception Committee know when Mr. Marland could be present. The week ending April 21st is National Library Week. But, if the Commissioner cannot come that week, the members felt the opening should be delayed to conform with his calendar. Mr. Benford said it would be quite an honor for the Center to have Mr. Marland at the Dedication. The Publicity and Entertainment Committees will work together as soon as invitations are printed. Miss Waechter questioned what provisions had been made to bring students to the reception. One of the committee members answered that they were thinking of inviting a complete upper class from each school. It would be necessary to have permission from the principal. The Committee has under consideration what students to invite and how they are to be invited. Miss Waechter has asked to be dropped as a working member of the Committee because of work pressures and Mr. Williams asked Mrs. Florence Dexter to fill the vacancy. She accepted.

Mr. Peguese was asked for a progress report on the Library. He announced the hiring of two new staff members- Zelda Williams, Administrative Officer and Larry Chasen, Special Education Teacher. Most of the individualized reading materials are on hand. One of the largest and most important collection will be in the Black History room. This will be only the second place in the country to have an integrated Black History Collection from kindergarten up to 12th grade. This room will have a new type of shelving which will display the materials open-face. There will be no set time on use of materials by the children. Arrangements have been made for installation of a new door, carpeting and a sign on the outside of the building. The Staff has made visits to area schools and is making arrangements to speak in all the schools in the Primary Area and Feeder Schools. Very favorable responces have been received from the schools already visited. The Center will have materials to help high school students preparing for college and those interested in procuring jobs after graduation. There will also be tutoring in various areas.

Mr. Williams added that colors will be used to accent the Dewey Decimal System of cataloging the collection in the Library. On February 16, 1972 the Action Library Staff paid a visit to the Langston Hughes Community Library and Cultural Center in Queens, N.Y. This installation is very innovative and community-oriented. There is a wonderful rapport between the Staff and the surrounding community. They recently received a Grant from the Council for the Arts in New York.

Mr. Williams raised the question that parental consent or permission should be given in order for a child's marks to be released for use by the Staff of the Library. He mentioned the fact that all test scores (reading levels, etc.) given out by a school are the average for a class and really are of no value in checking an individual child. Therefore, if a parent who is interested in his child's progress gives permission to the school to release actual marks, it would be of greater benefit to the child. There was much pro and con discussion from the floor with some members requesting more clarification on the subject. At this point Mr. Geo. Scott asked whether the Action Library Staff has the know-how and materials to test a child with no information from a school or any other agency. The question was addressed to Mr. Peguese and he answered that the Library will be equipped with all kinds of testing facilities. Also the Research Center will be constantly evaluating and testing. Mr. Scott then stated that he felt the Library Staff should be left on their own in regard to testing the students visiting the Library and there should be no necessity to consult test scores from the schools. The membership was in agreement and Mr. Williams withdrew his question.

The next item of importance is Community Aides. Mr. Williams announced, that with the consent of the CAB, he will appoint a Personnel Committee to sit down with the Action Library Staff to check on qualifications, etc., of Community Aides. Mr. Geo. Scott, Miss P. Bebee, Mrs. Streat, to form the Committee with Mr. C. J. Williams. They will need an administrative motion to elect the Personnel Committee to proceed or leave it to the Chair to check on formulation of policy.

The Committee will have a one month interim to act. If their action does not meet with the Board's approval, they will be recalled. Rev. Gallup moved that the Committee proceed with the work on hand. Mr. Geo. Scott seconded the motion. When a vote was called, Mr. Eddie Williams asked for clarification on the question. Rev. Vermeiren, Mrs. Littlejohn and Miss Waechter also asked for clarification. Mr. C. J. Williams, gave Mr. Peguese permission to answer. He told the members that Action Library had been receiving questions by telephone from people interested in applying for the Community Aide positions and there were no answers for them. The motion to set up a Personnel Committee was called again and the membership voted "yes."

Mr. Williams, Chairman, stated "This is our CAB and decisions made here must be in our province. Our decisions must not be influenced by the Action Library Staff. There may be meetings of the CAB where the A. L. Staff will not be included."

The meeting was adjourned at 4:52 P.M., with the date for the next meeting Thursday, April 13, 1972, promptly at 3:30 P.M.

COMMUNITY ADVISORY BOARD

Minutes of Sixth Meeting
April 13, 1972

Present: Miss Phyllis Bebee, Mrs. Florence Dexter, Mr. George Dukes, Rev. Gallup, Mrs. L. Goldsborough, Mrs. Isma Jackson, Mr. Robt. Lewis, Mrs. Littlejohn, Mr. Robt. Poindexter, Mrs. Algie Streat, Rev. George Vermeiren, Miss E. Waechter, Mr. Clifton J. Williams, Mr. Eddie Williams.

Present for the Library Project: Mr. John Q. Benford, Mr. Charles R. Peguese, Mrs. A. Hearn, Mrs. Zelda J. Williams, Mrs. Zelda S. Braudy.

The meeting was opened by Mr. Clifton J. Williams, Chairman, at 3:45 P.M. Mrs. Goldsborough read the minutes of the previous meeting held March 9, 1972. There were no additions or corrections. The minutes were approved as read.

Mr. Williams stated that there were two important items to be placed before the Board today. The first is the activity of the Personnel Committee and the second is the Entertainment and Reception Committee's report: The Personnel Committee had not started to function because it had received no notice of the receipt of applications for the position of community aide at Action Library. Mr. Peguese informed the meeting that Action Library had received thirty-five applications but arrangements for interviews had not been made. This would be done as soon as Mr. Clifton J. Williams contacted the rest of the CAB Personnel Committee. Mr. Williams stated that the filling out of the application is part of the testing procedure. If this can be done in an intelligent, legible manner, it should show that the applicant is capable of transmitting information to a child in an intelligent fashion. Ms. Erika Waechter requested information as to the base salary to be paid to the aides. Community Aides are to be paid $2.56 per hour and Tutors, $2.20 per hour. The amount of education will have no bearing on the salary. It is the same for all. Procedures for hiring and firing will be as follows.

Applicant will come to Action Library office and fill in an application. The applicant does not have to reside in the Target area - they just have to have an interest in the Area. Each applicant will be interviewed by two people - one member of the CAB, one member of Action Library staff. An eligibility list will be made up by the Personnel Committee of the CAB after interviews are completed and ratings are made. Administrator will make appointments from list. If there is an infraction of rules, first the Administrator will review the charges. Then the action will go to the Personnel Committee (CAB). Then the next recourse is to the body of the Community Advisory Board.

The meeting then proceeded to the report of the Entertainment and Reception Committee for the Dedication. Reverend Gallup distributed copies of the projected program. The person presiding has been changed from Mr. Costanza to Mr. Keith Doms. The Board was asked whether they had any questions on the program. Mr. Poindexter asked whether a time limit had been set on the speakers and performers on the program. He was concerned as to the length of time the politicians might speak, Mr. Eddie Williams wanted to know who would speak for the Community. Mr. Clifton J. Williams answered that he would be speaking for the Community as Chairman of the Community Advisory Board. There was much pro and con discussion on the floor concerning the speakers on the program. Rev. Gallup mentioned the possibility that not all those invited would attend. Also, on the final program, only those signifying their intention to attend the Dedication would have their names listed. Father George stated the thought that a child and a parent from the Community should be part of the program. The Chairman concurred.

Mr. Williams then reviewed the cover letter being sent out to specially invited guests. Father George asked the Board to check the time alloted for each speaker and presentation on the program. He totaled the time, tentatively, and stated the possibility that the program might run on and on, with the address by Commissioner Marland lost in all the speeches scheduled to follow. Mr. Poindexter said he could speak to Mr. Frangipani and have him set the tone for those who will come after but he could not very well say anything to the politicians. Father George made a motion that the "Brief" remarks of the politicians be omitted and only introduce them to the audience. Mrs. Waechter seconded the motion. An individual voice and hand vote was taken. Nine voted yes, four voted no, one abstaining because of late arrival and therefore, not hearing the entire discussion. Mr. Dukes mentioned the omission of the name of Earl Vann from the list of distinguished guests. The Chairman asked for comments on the list of people at the head table. Mrs. Dexter said she could not find the name of even one woman. Mr. Williams said that would have to be remedied. Mrs. Littlejohn asked about Flyers. Mrs. Hearn said one side was ready for printing, but more information as to hours, etc., of Action Library was needed to finish the second side.

Mr. Williams stated that he felt the School-Community Coordinators in the Target Area and Feeder schools were very close to the children and in a position to ascertain their needs. Therefore, they may be able to be of help to the Action Library staff in adding to the planned programs. Mr. Williams asked Mrs. Littlejohn to contact School-Community Coordinators in primary area and Father George to contact Sister Dolorosa for the same information from the parochial schools. In this way a check can be made on what may have been omitted from programming at the Action Library.

The Chairman thanked Mr. Dukes for taking time from his busy schedule to attend the CAB meeting. He also thanked Mr. Benford, Mrs. Hearn, Mr. Peguese and Mrs. Littlejohn for their help and support.

Mr. Williams mentioned that there is actually no space in the Action Library for conferences or meetings. The space used up to this month was given gratis by St. Charles Borromeo. The space being used today would be in use by the children when Action Library is in full operation. Father George extended an invitation to the CAB to use any available space open at each designated meeting time.

Mr. Peguese announced that 812 children have been registered in Action Library. Also, hopefully, after the Dedication-Reception are over, by-laws will be reviewed, and other items of business important to the Community would be checked. Mr. Williams gave his address and phone number and said he is always available to members.

Ten invitations are to be given to each CAB member for distribution. Those present received theirs. Mr. Benford asked everyone to call in approximately how many invitations they were distributing. It was suggested that Community people be given priority when invitations are being distributed. Someone broached the subject of a different meeting hour, but after a few comments it was decided that the current meeting time of 3:30 P.M. suited the majority of the members.

New business called for. None forthcoming.

It was noted that the CAB members, wearing name badges, would act as hosts and hostesses at the Dedication. They would be seated during the ceremony.

Mr. Dukes announced that on May 17th S.W.C.C.C. would have a dinner in St. Charles Borromeo Community Hall. Everyone invited, for $4.00.

The date of the next meeting of the CAB would be polled by mail. The usual, regularly scheduled time (2nd Thursday of the month) is conflicting with a number of closing affairs in the Community and the School District.

COMMUNITY ADVISORY BOARD

Minutes of Seventh Meeting
June 1, 1972

Present: Rev. C. D. Gallup, Mrs. Lorraine Goldsborough, Mr. Robert Lewis, Mrs. R. Littlejohn, Mrs. Algie Streat, The Rev. George Vermeiren, Miss E. Waechter, Mr. Clifton J. Williams.

Present for the Library Project: Mr. John Q. Benford, Mr. Charles R. Peguese, Mrs. Zelda Braudy.

The meeting was opened by Mr. Clifton J. Williams, Chairman, at 3:30. The Reverend Gallup was asked to give an invocation. Mrs. Goldsborough read the minutes of the previous meeting on April 13, 1972. Corrections and/or additions were made as follows: On page one, bottom line - An eligibility list will be made up by the Personnel Committee of the C.A.B. after interviews are completed and ratings are made. On page 2, third line from bottom of page - "Miss Waechter" seconded the motion. On page three, center of second paragraph - Mr. Williams asked Mrs. Littlejohn to contact School-Community Coordinators in the Primary Area and Father George to contact Sister Dolorosa for the same information from the parochial schools. On page three, fifth paragraph - Mr. Peguese announced that 812 children have been registered in ACTION LIBRARY. It was then moved and seconded that the Minutes be accepted with the necessary additions and corrections.

Report from the Dedication Committee was requested by the Chairman. The Reverend Gallup, Committee Chairman, took this opportunity to thank the members of the Board, staff of Action Library and Father John for helping to make the Dedication such a resounding success. Favorable comments had been coming in from all areas of the community. Mr. Clifton Williams personally thanked The Reverend Gallup, the members of his Dedication Committee and all cooperating Board members. It was

a tremendous job and everything went off beautifully. He commented on the fact that this was one of the few times where the C.A.B. could actually be seen in action, and comments had been heard in the community to this effect. Everything had been complimentary.

Reverend Gallup made a motion that the Board pass a resolution of thanks to all who actually participated in the Dedication. Miss Waechter seconded the Motion. Mrs. Littlejohn asked when Action Library would be opening to the public. Mr. Williams addressed the question to Mr. Peguese. Mr. Peguese informed the C.A.B. that Community Aides have been hired and are being given an in-service training. This indoctrination will continue until June 9. It will end on that day with a Field Trip to the Main Branch of the Free Library of Philadelphia. Materials consisting of software and hardware in addition to books are arriving in great quantities. Eveything has to be checked in and recorded, and all books have to be accessioned and stamped. Schools from the Primary Area will be invited to send classes for tours of the Library starting on June 12th. Programs are being developed. The hours of opening will be 10:00 a.m. to 6:00 P.M. The Reverend Gallup suggested the devlopment of more programs for the summer, especially visits to places of interest within the community in which members of the C.A.B. might be involved.

The Chairman suggested that a sign stating the Action Library opening date be placed on the outside of the building. The Target Area parochial schools will be contacted before June 12th for tours of Action Library because of their earlier closing date in June.

Mrs. Streat, a member of the Personnel Committee, spoke of the interviews with the community aides in which she had been involved. She felt that the people interviewing, both C.A.B. members and Action Library staff had performed in a very satisfactory manner, and the people who had been chosen for the jobs were of a very high caliber.

The first few weeks materials had not been coming into the Center and there was not enough work for the aides. Therefore, they had been placed in various agencies in the community in order to be placed on the payroll. In every situation where one of Action Library aides had been placed, the people in charge wanted to retain them. This was very gratifying to the Personnel Committee - reflecting their good judgement. Mr. Clifton J. Williams asked the Board Members to rule on the situation of Phyllis Bebee, who is a member of the Board. Miss Bebee had applied for a position as a community aide. The comments from the floor related to the fact that a Board Member should not be penalized for serving. Mrs. Goldsborough made a motion, seconded by Father Vermeiren, that Phyllis Bebee be hired for the position she applied, as a community aide in Action Library. In case Miss Bebee is present at a Board Meeting where something controversial involving the C.A.B. and Action Library is to be discussed, she will be requested to leave the room. The "ayes" ratified the above-mentioned motion.

Regarding the hiring of Field Assistants, whose duties approximate those of an N.T.A., (Non-teaching Assistant), the Community Aides had expressed the opinion to Mr. C. J. Williams that the positions should have been filled from within. Up-grading within the area of employment would be an incentive to all the aides. Mr. Williams expressed the hope that the C.A.B. would be able in the future to influence the hiring of employees for Action Library. Father George asked for clarification. He stated that as a person familiar with the community, if he saw someone employed in Action Library who in his opinion should not be working with children, would it be permissible to report the matter to the Project Director. The Chiarman stated that if a C. A. B. member knew of anyone who, in his opinion, might be able to fill a position in a more satisfactory manner, he or she should feel free to suggest new names. Mr. Benford stated that the Research Center and Action Library want Board feed-back on everything. What makes this Project different is the fact that it is the only one being evaluated at all times. This is

checked on every three months by Dr. Chansky. The important fact is whether Action Library is achieving the objectives which have been set up.

The subject of a Program Committee was brought up. This Committee would work with Action Library staff in arranging trips within the neighborhood and outside the community. There was much pro and con discussion as to places and areas of interest. The selection of a Program Committee was not resolved before adjournment. Mr. Williams announced that the summer program of St. Charles Community Hall would be conducted in the St. Charles Montessori School Building, therefore, releasing the premises of Action Library, and no move would have to be made. He asked the Board to give a rising vote of thanks to Father George.

Mr. Benford confirmed the remarks of the Reverend Gallup about the compliments he had received at the Dedication. Everyone had been impressed with Action Library. Mr. Benford also announced that the first Evaluation had been prepared and checked and was favorable. The next Audit and Evaluation goes in the end of June.

Mrs. Waechter brought up the subject of the By-Laws. As our meeting time was running out, Mrs. Goldsborough made a motion that the revision of the By-Laws be tabled until the next meeting. Mrs. Littlejohn seconded the motion. The "Ayes" ruled in favor of the motion.

Adjournment was made until September, unless the Chairman saw fit to call a special meeting before.

Criteria to Guide Project Staff in Selection of a Facility for the Student Learning Center

1. Location

   1.1 The facility should be situated as close as possible to the geographic center of the primary service area (the center is 19th and Catharine).

   1.2 It should be on a major, well-lighted street.

   1.3 It should be adjacent or near to other facilities or institutions which have a positive image in the community.

2. Space - amount and layout

   2.1 The facility should contain at least 10,000 square feet of floor area (total). Somewhat less than 10,000 square feet will be acceptable if there is assurance that additional space will be available before December, 1972.

   2.2 The area should be allocable into office space, storage space, program areas (quiet areas and group areas) without extensive renovations.

   2.3 Adequate toilet facilities for both sexes should be provided in locations permitting good supervision.

3. Exits and stairways

   3.1 There should be ample exits from the area used by the students and other center clientele. They should meet the safety standards of the Philadelphia Fire Marshall's office.

   3.2 Stairways should be well-lighted and have adequate railings.

4. General physical condition

   4.1 The area to be used for the learning center should be attractive and inviting. The building in which the area is located should not be unattractive or deteriorated.

   4.2 Floors, walls, stairways, windows and ceilings should be in good repair.

   4.3 Heating and ventilation, plumbing, and electrical facilities should be in good working condition.

4.4 Renovations required to meet the criteria in 4.1, 4.2, and 4.3 must conform to the requirements established for the L.S.C.A. grant (i.e., major or permanent renovations are not permitted).

5. Security

5.1 Ordinary security measures (locks, lighting, safety screens on ground level windows, etc.) should be provided.

5.2 If conditions require special security measures (watchman, etc.), these should be guaranteed before a rental agreement is consummated.

Philadelphia Student Library Research Project

PHASE IV - Student Learning Center

Buildings in the Community(*) which were examined as possible sites for the Learning Center

Building	Location	Reason Not Acceptable
Ridgeway Library	Broad and Christian	Cost of renovation prohibitive
Allen Building	17th and Bainbridge	Cost of renovation prohibitive
Musicians Union Building	Broad, between Christian and Carpenter	Cost of renovation prohibitive
YMCA	Christian, between 17th and 18th	No space. Building to be demolished
YWCA	16th and Catharine	Insufficient space. All on 3rd floor
Former police station building	Fitzwater between 19th and 20th	Cost of renovation prohibitive
Former laudromat building	18th and Christian	Cost of renovation prohibitive
Former fire station building	South Street	Cost of renovation prohibitive
Community Building, Tindley Temple, M.E. Church	Broad, between Fitzwater and Catharine	Insufficient space
Children's Hospital	18th and Bainbridge	No space available
Anderson Recreation Center	17th and Catharine	Insufficient space
Prefabricated classroom modules (School District)	To be erected on School District property	Modules not available
Shiloh Baptist Church	21st and Christian	Space not available except on Saturdays

Building	Location	Reason Not Acceptable
Western Community House (Diversified Community Services)	1613 South St.	No space available
Philadelphia Elks Center	16th and Fitzwater	No space available
Governor's Information Center	19th and South	Insufficient space
ARA Building	24th and Lombard	Unsatisfactory location
Amalgamated Clothing Workers Bldg.	South, between 21st and 22nd	No space available
Marine Corp Bldg.	Broad and Washington	No space available
Durham School	16th and Lombard	No space available

Note: In addition to the above facilities, a number of other possibilities, including vacant houses and garages, were considered, but were deemed unsuitable either because of renovation costs or insufficient space.

Telephone 448-3515, 6, 7 and 8

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
SCHOOL FACILITIES DIVISION
DEPARTMENT OF ARCHITECTURE, ENGINEERING
AND CONSTRUCTION SERVICES
21st AND RACE STREETS
PHILADELPHIA, PENNSYLVANIA 19103

MARK R. SHEDD
SUPERINTENDENT OF SCHOOLS

MICHAEL P. MARCASE
DEPUTY SUPERINTENDENT FOR PLANNING

GLEN I. EARTHMAN
EXECUTIVE DIRECTOR FOR SCHOOL FACILITIES

EDWARD W. DEISSLER
DIRECTOR

December 7, 1971

MEMORANDUM

TO: Jack Benford
Project Director- Research Center

FROM: William G. Krupinsky
Design Supervisor

RE: Examination of proposed new learning center sites

The following are my comments regarding the two sites we visited on Monday, December 6, 1971:

St. Charles Barromeo
Community Building

This building is approximately ten years old; of fireproof construction throughout. The lighting is at an acceptable level; the heating and ventilating systems are adequate. The space in question is air conditioned, but because of a condensation problem, the air conditioning equipment cannot be used without doing a great deal of work in creating a vapor barrier between the first floor and the basement ceiling. All mechanical and electrical systems are in good repair and are presently functioning. The space in question is also in excellent physical condition. Some freshening up of painted areas could be considered. The space appears to be adequate in geometry and area to suit the educational program planned. It is as safe as present day building technology can provide.

Y.W.C.A.
area of 16th & Bainbridge

This building is very old and in generally poor condition. The heating,lighting, fireescape and structural systems are very marginal. I do not consider it a suitable building for your purposes.

If I can be of further assistance to you in this evaluation, please call me at 448-3360.

WGK:er
cc: Mr. E. Schlachta

CITY OF PHILADELPHIA

THE FREE LIBRARY OF PHILADELPHIA
LOGAN SQUARE
PHILADELPHIA, PA. 19103

December 13, 1971

John Q. Benford, Director
Philadelphia Project Research Center
S-14 Park Towne Place
2200 Benjamin Franklin Parkway

Dear Mr. Benford: Re: Facility for the Student Learning Center

The following are my comments regarding the inspection of the two facilities made on Monday, December 6, 1971:

St. Charles Barromeo Community Building

According to the criteria for the selection of the Student Learning Center, this location meets all of them and definite consideration should be given to acquire this facility.

Y.W.C.A., 16th and Bainbridge Sts.

According to the criteria for the selection of the Student Learning Center, this location would not qualify and I would not recommend consideration of this facility.

If there is any additional information required, please feel free to call me.

Cordially yours,

Edward A. Schlachta

EDWARD A. SCHLACHTA
Building Maintenance Engineer

EAS:gh
cc: Mr. Doms
Mr. McConkey
Mr. Krupinski

CITY OF PHILADELPHIA

THE FREE LIBRARY OF PHILADELPHIA
LOGAN SQUARE
PHILADELPHIA, PA. 19103

December 13, 1971

Mr. John Q. Benford, Director
Philadelphia Student Library
Resource Requirements Project
Park Towne Place, Room S-14
2200 Benjamin Franklin Parkway
Philadelphia, Pennsylvania 19130

Dear Jack:

I have reviewed the list of criteria developed for site selection for the proposed Student Learning Center, the list of buildings that you have examined as possible sites, and the specifications on available space in St. Charles Borromeo Community Hall.

The reports from William Krupinsky, Design Supervisor for the School District of Philadelphia and from Edward Schlachta, Building Maintenance Engineer for The Free Library, certainly indicate to me that the St. Charles facility meets your criteria for the Learning Center.

I was pleased to read Lowell Martin's letter describing his reaction to the use of St. Charles for a Learning Center facility. There are a number of advantages in the use of that building which outweigh the disadvantage of sharing space. The recent article in the Sunday Bulletin (December 5, 1971) points out the fine image St. Charles has in the community. The unanimously favorable reaction by the Community Advisory Board at its meeting on December 9th substantiates these judgments regarding the proposed facility.

For my part, I am pleased to approve the use of L.S.C.A. funds for rental of the St. Charles Borromeo Community Hall, to be used to house the Learning Center.

Sincerely yours,

Keith Doms

Keith Doms
Director

enclosures

cc: David A. Horowitz
Deputy Superintendent for Instruction
School District of Philadelphia

continued on page 2

cc: The Rev. Paul F. Curran
Assistant Superintendent of Schools
Archdiocese of Philadelphia

Ernest Doerschuk
Librarian
Pennsylvania State Library

LOWELL A. MARTIN

89 ROSE STREET, METUCHEN, NEW JERSEY 08840

December 3

Jack:

I was encouraged on seeing the Chuch Center as a location for the demonstration. My concern has been growing as time goes by and no promising location is found. Every other location I have seen would take six months to get ready, and in my opinion that would kill the project.

The Church Center has the serious limitation of not being available on Saturdays. The many advantages of the location and building more than counter-balance this limitation, in my opinion, and we may even be able to get some positive return from the various group activities at the Center on Saturdays, as I suggest below.

The advantages are clear enough: central location, adequate total space, functional arrangement of space, the facilities could be prepared without too much delay, building has built-in security, etc.

As to sharing the space, I got the clear impression that this would not apply to the summer day school. That would be moved over to the Montessori building. The Saturday sharing would apply until mid-June, but then Saturdays would be clear for at least three months in the summer. I would be willing to bet that by September of 1972 the church people will be willing to work out some other plan that will open the space for the Learning Center on Saturdays. The problem may therefore exist only for about three months after the Center opens, assuming an opening by mid-March.

It was also clear that some space would be available in the Montessorri building on Saturdays from the beginning. This is distinctly second-best, but some project activities (story hours, drama groups, etc.) could be shifted there for the day (a half-dozen teen-agers could move quite a bit in an hour, given an adequate stipend).

But I doubt whether the space back in the Church Center would be a complete loss to our program on these Saturdays. It is not one church group but several that use the facilities. Clearly there is coming and going in the space during the day. Solely for protection of resources you will probably have to have a staff member on duty. But there the person would be with a half-dozen groups in a sense right in the library. In some cases there could be guided use of

LOWELL A. MARTIN

89 ROSE STREET. METUCHEN. NEW JERSEY 08840

library materials by these groups (getting materials to groups is probably one of the methods anticipated by the staff). Exhibits and informal consultation would be available as the 150-200 children and young people come and go. Some Sunday activities could be arranged with these individuals when they come to the Saturday group meetings. Arrange a recording jazz session late in the day on Saturday when the groups are breaking up, and nobody will want to go home. My point is that library outreach staffs go out to groups; in this case a half-dozen groups would come to the library, and service programs could be worked out with them both as groups and as individuals.

A feature I like particularly about the Church Center location is the fact that children and young people already come there in considerable numbers. A Learning Center in connection with a roller skating rink is a little unorthodox, but I welcome the conjunction. When we visited there early in the afternoon a dozen or more youngsters were milling around waiting for the rink to open. If the Learning Center were there, they would be in it until they could skate, and again when the rink closed.

My point here is that the Church Center location would give us a head start in reaching the children and young people of the neighborhood. We should not have any illusions that they are going to automatically flock to a Materials Center whatever the location. If the whole program of the Church Center helps to make contact, that is all to the good — in fact, when we first thought of the demonstration idea we said that ideally it would be part of a community center. Evidently the church building is something of a center, at least for the children.

For these various reasons I reach a distinctly favorable conclusion on this location. In my view you should act now — don't let this opportunity get away. You and Charles Fogarty are gathering a most promising staff, the program of service is emerging, the community is developing interest. Let's go !

LM

Student Library Resource Requirements in Philadelphia

STUDENT LEARNING CENTER DEMONSTRATION

Objectives for the Learning Center Demonstration

Philadelphia Student Library Research Center

October 19, 1971

Introduction

One of the major findings in a comprehensive survey of student library resource requirements in Philadelphia is that students become increasingly disenchanted with learning and library resources and services as they move up through the educational organization. Not surprisingly, these attitude changes are accompanied by a drop-off in the use of libraries and a decrease in the amount of reading for pleasure.

The development of a Student Learning Center Demonstration in an inner city community is a direct response to these problems. The overall aim of the demonstration is to bridge the gap between students' needs for library and learning materials and the resources available to them. Toward that end, library and learning materials and services will be provided in a stimulating learning environment which will attract widespread community interest and participation. The programs and activities of the Learning Center will be directed toward producing favorable changes in student attitudes toward learning which will lead ultimately to improved student learning.

These general goals will be accomplished and evaluated in sequence--establishment of a Center, generation of community participation, changes in attitudes toward learning, and improved student learning. The specific objectives listed in this document reflect this sequence and are designated short-range (S), intermediate (I), and long-range (L). Short-range objectives will be achieved before the end of the first year of operation; intermediate objectives, within one to two years from the Center's opening; and long-range, after three to five years of operation.

Other general objectives of the project involve the development and testing of innovative library services while simultaneously providing effective learning activities for the immediate community. In this way, the project will serve as

a focus for interaction and cooperative planning among the School District of Philadelphia, the Archdiocesan Schools, independent schools, and The Free Library.

Priorities will be assigned the objectives after consultation with the Community Advisory Board members. Some objectives cannot be completely defined particularly with respect to details of measurement and timing. Ambiguities will be eliminated through specification of minimal levels of performance and definition of terms. Several product objectives related to the cognitive skills, such as reading readiness, reading comprehension, word recognition and study skills, are being developed in collaboration with reading and program specialists in the School District; they will be incorporated when they are completed.

Nevertheless, the present statement represents a sufficiently detailed explication of the project's objectives to provide a sound basis for continuing planning and program development. To the degree possible, they conform to the structural requirements for performance objectives specified by ESEA Title III Guidelines.

In the interest of minimizing encroachment on the freedom of the Learning Center's clientele, testing and data compilation will be as informal and unobtrusive as the requirements for measurement will permit; a small number of test and data collection instruments will be developed to serve all of the objectives.

Product Objectives

Product objectives will only begin to produce demonstrable evidence of success after the Center is operational; there will be evidence of product-effectiveness after a period of one to two years, but conclusive evidence is at least three years away from this writing.

Current data indicate that there are approximately 9,100 students (Grades K-12) attending schools in the target community (bounded by 10th, Wharton, 24th and Lombard Streets). Within the primary service area of this community (bounded by Broad Street, Washington Avenue, 24th Street, and Lombard Street), there are 3,216 students enrolled in schools, of which 2,903 are residents of the primary service area. The resident handicapped population in the primary service area includes 167 mentally retarded and 42 physically handicapped students.

Students in the primary service area constitute the principal client group (divided into special sub-groups for program purposes) of the Learning Center; they are the group for which the product objectives have been developed.

1. Students in Grades K-3

   1.1 Those who participate in Center programs will give observable indications of significant increases in social and verbal competence, as determined by a schedule of "interaction analysis" observations (using an instrument to be selected later). (I)

   1.2 Students will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center. Data will be derived from attendance records. (I)

1.3 Of those who attend the Center regularly over a period of time, the percentage who participate actively in Center programs (e.g., tell stories, write stories, make art works and displays, etc.) will increase. Data on student participation will be maintained primarily by the Learning Center staff. (I)

1.4 Students' factual knowledge of their community and city, of current events, Black culture, and history will increase significantly as determined by specially designed test "games" and anecdotal records. (I)

2. Students in Grades 4-6

2.1 For those who attend the Center regularly, there will be significant gains in listening skills and "literature appreciation". Instruments will be developed or selected specifically for this purpose. (I,L)

2.2 Students will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center. Data will be derived from attendance records. (I)

2.3 Students who participate regularly in the Center's programs will show significant improvement in their ability to select, locate, and secure resource materials suitable for solving homework problems, doing student reports, locating recreational and social resources of the community, as determined by specially designed pre and post-test "games". (I,L)

2.4 Students who attend the Center regularly will make increasingly frequent use of the materials available to solve actual homework assign-

ment problems, as determined by a "ratio-delay" observation and interview schedule.* (I)

2.5 Students will demonstrate increased factual knowledge of the materials available in the Center, and of special projects sponsored by the Center, in interest areas other than those expressed in their earliest visits, as determined by an interview schedule and specially designed test "games". (I)

2.6 Students who attend the Center will show a significant increase in positive attitudes toward libraries and learning as measured by opinion surveys. (I)

2.7 More students who attend the Center over a period of time will indicate satisfaction with the Center's programs, and typical student users will express increasing satisfaction. This will be measured by continuing records of user opinions for a sample of students. (I)

2.8 Students' factual knowledge of their community and city, of current events, Black culture, and history will increase significantly over time as determined by specially designed test "games" and anecdotal records. (I)

3. Students in Grades 7-12

3.1 Students who participate regularly in the Center's programs will show significant improvement in their ability to select, locate, and se-

*A large number of brief (15 to 30 seconds) observations and interviews among a large proportion of the user group, according to a closely devised schedule of observations.

cure resource materials suitable for solving homework problems, doing student reports, locating recreational and social resources of the community, as determined by specially designed pre and post-test "games". (I,L)

3.2 Students will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center. Data will be derived from attendance records. (I)

3.3 The frequency with which the students who attend the Center apply these skills (3.1) to actual problems will increase over time, as determined by a "ratio-delay" schedule of observations and interviews. (I,L)

3.4 Students will demonstrate increasing competence in assisting the younger students who visit the Center, as determined by an observation schedule and a specially developed instrument. (I)

3.5 Students' factual knowledge of their community and city, of current events, Black culture, and history will increase significantly over time as determined by specially designed test "games" and anecdotal records. (I)

3.6 Students who attend the Center will show a significant increase in positive attitudes toward libraries and learning materials as measured by opinion surveys. (I)

4. Mentally Retarded Educable Students and Students with Hearing and Vision Impairments

4.1 Students will demonstrate increased interest in libraries and learning materials evidenced by frequency of visits over time to the Center. Data will be derived from attendance records. (I)

4.2 Over time, the percentage of Center users in this group who participate actively (in contrast to passive attendance) in programs will increase. Data on student participation will be maintained by Center staff. (I)

4.3 Handicapped users of the Center will exhibit significant improvement in attitudes toward library and learning materials, as reflected through observations by their parents and teachers. (I)

5. Parents of Students

5.1 There will be an increase in the use of the Learning Center by parents of students who participate in the Center's programs. (I)

5.2 A majority of the parents of students residing in the primary service area will know essential facts about the Center's location, hours, services, and user policies within six months of the beginning of operations, to be determined by a survey. (I)

5.3 Within 18 months of operation, a majority of parents of students who use the Center will agree that there have been "good results" in their children's school work and general development, which they

believe are partly attributable to the Center. The data will be generated by a survey of parents. (I)

5.4 Utilization of the Center's information service and the programs for parents of handicapped students will increase over the duration of the project. Data will be derived from Center records. (I)

6. Community Leaders

6.1 Within the first year of operation, a majority of community leaders in the service area (identified by the sponsors and Community Advisory Board) will indicate to their groups or through their organizations, that the Center is a valuable asset to the community and should be used by all eligible students; data will be generated by survey and anecdotal records. (I)

6.2 Within the first year of operation, a majority of community leaders will demonstrate interest in the project by initiating requests for information, visits, or presentations. Data will come from Center's "dissemination log". (I)

6.3 Within the first year there will be a continuing increase in the number of student referrals by community organizations and agencies. Data will be gathered by interviews with a scheduled sample of users. (S)

7. Library Project Staff

7.1 The staffs of the Research Center and Learning Center will develop

an inventory of materials, practices, and programs representing the "state-of-the-art" in Library-Resource Center programs for inner-city students, including special programs for handicapped students. (S)

7.2 The Learning Center staff will improve in its ability to individually diagnose needs and prescribe programs consonant with those needs for individuals and groups. Performance objectives will be developed for the staff training program and criterion reference tests will be administered. (I)

7.3 Volunteers and part-time paraprofessionals who work in the Center will take affirmative actions to improve their own credentials in education, libraries, or related fields. Data about these developments will be drawn from periodic staff meetings and interviews. (I)

8. School and Public Library Personnel

8.1 The frequency of contacts between personnel of target community schools and Free Library personnel will be significantly increased between an early month of the Center's operation and a later month, to be determined. Data will be generated by questionnaires to teachers, school librarians and public librarians and analyzed by a chi-square test of significance. (I)

8.2 The frequency of contacts between school librarians and teachers in target community schools will be increased significantly between an early month of the Center's operation and a later month, to be determined. Data will be generated and analyzed by the same process as outlined in 8.1. (I)

8.3 A program of regular visitation to the Center by teachers and other professionals who work with the handicapped will be instituted, as measured by the visitor's log. (I)

8.4 A majority of the trainees (see process objective 1.13) of the Learning Center will, within a year following completion of the training program, introduce related changes in their own agencies, or take demonstrable first steps toward instituting those changes. There will be a follow-up survey of the trainees to ascertain the information. (I)

8.5 After a period of three years operation of the Center, a majority of the school administrators within the target community will introduce changes in their school library programs based on effective demonstrations in the Learning Center's program. Data will be gathered in a follow-up survey. (L)

Process Objectives

There are two major clusters of process objectives:

1. Milestone events in implementing the Learning Center plan.
2. Indicators of type and quality of activity for all participants and target groups.

1. Implementation Milestones (All of these are Short-Range Objectives)

1.1 A facility for the Learning Center will be obtained.

1.2 Specifications for renovation of the facility will be developed by the Library Project staff.

1.3 Contractual agreements for rental and renovations of the facility will be consummated.

1.4 Nucleus collections of books and instructional materials, including special materials for the handicapped, will be specified, ordered, received, and processed prior to the Center's opening.

1.5 A list of audio-visual equipment and instructional materials required for the Center's program will be completed.

1.6 A-V equipment and instructional materials will be ordered, received, and processed prior to the Center's opening.

1.7 Furniture, fixtures, and display equipment will be specified, ordered, and installed prior to the Center's opening.

1.8 Presentations and publicity will be prepared and disseminated in the service area.

1.9 A survey of community preferences will be conducted in the target community. Results will be analyzed and taken into account in the planning of programs and activities for the Center.

1.10 Initial program plans for Center activities will be drawn up, scheduled, and assigned to appropriate staff.

1.11 A comprehensive program for services to handicapped students will be developed and implemented. Specially trained staff will be assigned to the program.

1.12 All staff positions necessary to the Center's operation will be filled, and the individuals will be trained prior to the Center's opening.

1.13 A training program for selected library personnel in Philadelphia will be designed and implemented in the second year of the Learning Center's operation.

2. Indicators of Process Activities (All of these except 2.4 are Intermediate Objectives)

2.1 The frequency and regularity of Center use for the groups of student users, as specified in this paper, will increase during the Center's operation. Data will be derived from the Center's attendance records.

2.2 Student participation will shift in emphasis from passive acceptance of Center services to active participation in Center programs. Data will be derived from a schedule of observations and student interviews.

2.3 The percentage of users who are able to find things by themselves will increase over time. Data will be generated as part of the procedure described in 2.2.

2.4 There will be a positive correlation between frequency of Center attendance and improvement in school progress, as indicated by interviews with a sample of teachers in the target community. (L)

2.5 Center participants in grades 7-12 who are typically low users of school and public libraries will use increasingly other library facilities, as measured by periodic interviews with those students who attend the Center regularly.

2.6 The "mix" of materials and media being used by students at a given time will become more varied and extensive overtime, until it peaks. A schedule of observations will be used to generate data, and an activity analysis instrument will be devised.

2.7 The number of teachers, librarians, and administrators from the Philadelphia Schools, Archdiocesan Schools and Free Library, who visit the Center will increase over time. The visitors log will be the source of data.

2.8 The interest and support of the sponsoring agencies will continue for the duration of the project, as indicated by regular attendance of agency representatives at meetings of the Interagency Committee.

2.9 Support of the project by community representatives will continue for the duration of the project, as indicated by regular attendance at meetings of the Community Advisory Board.

2.10 Favorable citations about the Center by community leaders in public functions, and in the local press and communications vehicles, will continue over time. A clippings book as well as anecdotal records will be the source of data.

2.11 The percent of persons in the community familiar with newsletters, bulletins and other communications from the Center will increase over time. Recognition of the Center's name, logo and identifying symbols will increase. Data will be included in the community survey mentioned earlier. (See Project Objective 5.2, page 7)

2.12 Community interest in and support of the Center will be demonstrated by the availability to the Center of the services it needs from the community. Data will come from staff records.

Management Objectives

1. Planning and Preparation

1.1 The Library Project staff will develop a work plan for the activities of the Learning Center and the Research Center, and implement that plan. (I)

1.2 The Library Project staff will devise an evaluation plan for assessment of project effectiveness, and implement that plan. (I)

1.3 The Research Center will develop a planning-decision system for choosing Learning Center acquisitions and activities, and for allocating resources on an activity objective basis. (S)

1.4 A Community Advisory Board composed of a representative group of people who live or work in the community will be established. (S)

2. Ongoing Processes

2.1 The Research Center will conduct all observation and data gathering procedures which are part of the evaluation design plan. (I)

2.2 The project director will institute periodic reporting requirements for all project principals. (S)

2.3 The project director will develop and refine procedures for ensuring frequent, productive communication among the sponsoring agencies. (I)

2.4 The project director will develop and refine procedures for minimizing delays and obstacles in securing sponsor clearances for project decisions, thereby lowering the risks of failing to meet project deadlines because of administrative complexities. (I)

2.5 The Research Center staff will develop and maintain a mailing list dissemination purposes for library and education professionals in the Philadelphia area and across the nation. (I)

2.6 The Research Center staff will maintain an active program of information dissemination to the target community, as well as to the library and education professionals in the Philadelphia area, and nationally, and to all other persons requesting information. (I)

2.7 The Research Center staff will develop publications, presentations, and workshops for personnel in the three library systems, so that workable project activities can be adapted in "systemic" changes in the city. (I)

2.8 The Research Center staff will develop and implement procedures for ensuring that all requisite documents (e.g. reports, grant proposals, etc.) are provided to the funding agencies on schedule. (I)

STUDENT LIBRARY RESOURCE REQUIREMENTS IN PHILADELPHIA

Student Learning Center Demonstration

Evaluation Design

Philadelphia Student Library Research Center

January 4, 1972

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Introduction

The goal of this evaluation effort is to test and document the effectiveness of the Philadelphia Library Resources Project, to produce knowledge about workable techniques and programs that may be diffused in Philadelphia's three major library systems and elsewhere. The project has two main components: a Research Center and service-dispensing Demonstration Center. The Research Center is the enabling medium for development of the Demonstration Center in the target inner-city community. Consequently, most (but not all) of the effectiveness of the Research Center will be manifest through the activities of the Demonstration Center. While several of the process and management objectives of the program are specific to either the Research Center or the Demonstration Center, the main product objectives - describable changes in the children and adults of the target community, and innovations in the three library systems - will be composite effects of both Centers' activities. The purpose of the activities described in this plan is to monitor the compliance of the project with its management objectives, the scope of the project in reaching its process objectives, and the depth of the project in effecting the predicted product outcomes.

"Demonstration" versus "Experiment"

The project as a whole may be thought of as a demonstration rather than a basic research or experimental project. This dis-

tinction has important implications for evaluation design, because the difference between a demonstration and an experiment underscores the conflict between the strictures of action research and controlled hypothesis testing. Experimental, or even "quasi-experimental" research designs, require as a minimum that there be experimenter control in the drawing of samples and the assignment of subjects to treatment conditions; further, the treatments or "independent variables" must be sufficiently few and under sufficient control so that the researcher can manipulate them deliberately. Without these minimum requirements, the experimenter will fail in his basic objectives: to test the consequences of the treatments or programs, with some certainty that the treatments cause the consequences. Even this minimum goal is difficult to achieve in evaluating the Philadelphia Library Resources Project. Given the "self-selection" of participants, the many-faceted array of treatment activities, and the relatively uncontrollable exogenous influences on the growth and learning of the students in the community, it will be no small accomplishment to attribute product outcomes to project causes. To this end, there will be numerous ex post facto manipulations of the data, to impose some experimental controls on uncontrolled data. In this connection, the problem of "control groups" will be similarly solved. Generally, comparisons will be made by differentiating within the sample ex post facto, or by matching non-users with users on variable distributions determined after the fact. In short, the populations of student

and adult users will be motivationally biased, and the only hope for powerful inferences is to allow internal variations in the sample to serve as controls on each other, or attempt to match motivation distributions in non-user control groups.

Even this compromise strategy, however, is impeded by another feature of the project. The Demonstration Center philosophy is inimical to those institutional behaviors that, it is argued, make libraries unattractive to young users. Excessive data gathering, testing of any kind, frequent form-filling, and other fact-gathering techniques are presumed to be unattractive to children and adults, and therefore undesirable in the Center. This conflict is imbedded, again, in the conflict between service-oriented demonstration projects and hypothesis-testing experiments. The administrative decision-making in the project - and the recommendations generated by the Community Advisory Board - will be directed at improving the attractiveness of the program to its clients and making the users' experiences as pleasant as possible. This service goal may be expected to conflict with the goal of evaluation; the Demonstration Center's staff will, no doubt, prize flexibility and responsiveness above control of the independent treatment variables; they will, no doubt, advocate client convenience above research necessity.

Innovative programs are, by definition, developed and operated in a conflict environment. The goal of the program is to regulate that conflict so that, while legitimate differences

of opinion are recognized, levels of cooperation are also maintained. Genuine innovation cannot be "painless" to the operators of the current system; it should be sufficiently inviting to encourage them to want to consider alternatives. The evaluation procedures in this design are as unobtrusive as possible; whenever it is practical, the observation or measurement is conducted away from the users, or as an integral part of the services offered - so that it is not perceived as measurement. Thus, tests are imbedded in games, opinion interviews are imbedded in counseling services, community knowledge surveys are imbedded in community participation.

Evaluation Methods

Techniques and Activities

The list of project objectives submitted in October, 1971, has been modified slightly, as a result of discussions with project staff and sponsoring agencies. There are no major changes, however, in the nature or scope of these objectives.

For purposes of this design report, the organizational scheme used in the earlier statement (target population X objective type) has been abandoned in favor of a scheme more logical for evaluation purposes. In the pages that follow, objectives are clustered according to data collection and analysis schemes, so that several objectives may be assessed in a single evaluation "work package." Each package consists of

- a set of objectives to be assessed
- a measurement - data gathering plan
- a set of evaluation tasks

The output of each work package is a section in the Evaluation Report (the outline of which is described in an attachment to this report.).

Each task will be coded, therefore, according to its work package (an upper case letter) and task number; "B4" will be the fourth task in work package "B". In addition, individual objectives will be coded with the work package identifier and the objective identifier (a lower case letter); "bb" will be the second objective in work package "B."

Note that, to reduce the number of tasks (and thereby the complexity of the report) the term "design" is used to include what is ordinarily considered instrument design, and also pilot testing of the surveys, establishing the content validity of the games, and test refinement. In almost all cases where instruments and procedures are to be designed, there are not separate task identifications for the other developmental activities.

WORK PACKAGE A - STANDARDIZED TEST DATA

Aa Kindergarten children residing in the primary service area and participating in the Demonstration Center's program will show a significant increase in reading readiness as measured by pre-post testing on the Philadelphia Readiness Test.

Ab First and second grade students beyond the reading readiness level, residing in the primary service area and participating in the Center's program, will show significant increases in word meaning, paragraph meaning, and work-study skills as measured by pre-post testing on the Stanford Achievement Test.

Ac Students in grade 3 residing in the primary service area and participating in the Center's program will show significant increases in vocabulary, reading skills, and work-study skills as measured by pre-post testing on the IOWA Tests of Basic Skills.

Ad For those in grades 4-6 who attend the Center regularly, there will be significant gains in listening skills and "literature appreciation". Instruments will be developed or selected specifically for this purpose.

Ae Students in grades 4-6 residing in the primary service area and participating in the Center's program will show significant increases in vocabulary, reading skills, and work-study skills as measured by pre-post testing on the IOWA Tests of Basic Skills.

Evaluation Methods - A

Data in connection with Aa-Ae will be derived mainly from the standardized testing program of the School District of Philadelphia - supplemented when necessary by tests administered by Philadelphia Library Resource Project staff.

The tests to be consulted are the Philadelphia Reading Test, the IOWA Test of Basic Skills, and the Stanford Achievement Test - which are administered each spring to the identified target populations (in some cases, the test is also administered in the fall). The pre-post period will be from the first spring of Center operation to the second spring; students in the measurement sample not tested by the School District will be tested under Philadelphia Library Resources Project auspices in those periods. In general, tests administered for PLRP purposes will be done in sites other than the Center, so that the negative effects of testing will not diminish motivation of users.

Analysis of gains will be made by dividing the gross sample into high and low users for each student group, and also by comparison to community norms; for each student group, there will, therefore, be two treatment groups and a "control" with predicted gains correlated with magnitude of treatment.

Evaluation Tasks - A

A1 Begin collection of identification data

A2 Begin identification of samples

A3 Assessment of test data available

A4 Administration of Pre-tests for students who were absent when tests were given by school agency

A5 Collection and storage of pre-data

A6 Administration of post-tests for students who were absent when tests were given by school agency

A7 Collection of post-data

A8 Analysis of gains in Readiness, Reading, and Library Skills

WORK PACKAGE B - OBSERVATIONS AND INTERVIEWS OF STUDENT USERS WHILE IN THE CENTER

Ba Those k-3 students who participate in Center programs will give observable indications of significant increases in social and verbal competence, as determined by a schedule of "interaction analysis" observations.

Bb Of those k-3 students who attend the Center regularly over a period of time, the percentage who participate actively in Center programs (e.g., tell stories, write stories, make art works and displays, etc.) will increase. Data on student participation will be maintained primarily by the Demonstration Center staff.

Bc Students in grades 4-6 who attend the Center regularly will increasingly use the materials to solve actual homework assignment problems as determined by an observation and interview schedule.

Bd Students in grades 4-6 who attend the Center will show increase in positive attitudes toward libraries and learning as measured by opinion surveys.

Be More students in grades 4-6 who attend the Center over a period of time will indicate satisfaction with the Center's programs, and typical student users will express increasing satisfaction.

Bf The frequency with which the students in grades 7-12 who attend the Center apply library skills to actual problems will increase over time, as determined by an observation and interview schedule.

Bg Students in grades 7-12 will demonstrate increasing competence in assisting the younger students who visit the Center, as determined by an observation schedule and a specially developed instrument.

Bh Students in grades 7-12 who attend the Center will show a significant increase in positive attitudes toward libraries and learning materials as measured by opinion surveys.

Bi Over time, the percentage of Center users who are mentally retarded who participate actively (in contrast to passive attendance) in programs will increase.

Bj Within the first year there will be a continuing increase in the number of student referrals by community organizations and agencies. Data will be gathered by interviews with a scheduled sample of users.

Bk Overall student participation will shift in emphasis from passive acceptance of Center services to active participation in Center programs. Data will be derived from a schedule of observations and student interviews.

Bl The percentage of users in all grades who are able to find things by themselves will increase over time.

Bm Center participants in grades 7-12 who are typically low users of school and public libraries will use increasingly other library facilities, as measured by periodic interviews with those students who attend the Center regularly.

Bn The "mix" of materials and media being used by students at a given time will become more varied and extensive over time, until it peaks.

Evaluation Methods - B

Data related to objectives Ba-Bn will be derived mainly from self-report interviews and observations of user conduct in the Center. Instruments and procedures for plotting the "qualitative" features of k-3 students participation will be selected by the staff of that component, and data will be collected at least twice during the first year of operation. Similarly, Special Education staff will determine procedures for monitoring the changes in type of participation exhibited by handicapped children in the Center.

At this time, it is planned to use the Multi-Dimensional Analysis of Classroom Interaction instrument ("MACE," Dr. Fred Honigman, Villanova University Press) for the k-3 interaction observations; two PLRP staffers will be trained in its use until high inter-judge correlations are achieved. This observation of the k-3 group will be augmented by anecdotal records of student behavior, after the program staff are trained in the development of useful anecdotal reporting. Observation data for mentally retarded children will be collected through a rating device, built

on the model of the Olson-Whitman-Haggarty Scales of Social Behavior, adapted to the population by the special education teacher.

Students in the 4-6 and 7-12 groups will be interviewed at least twice during the first year of operation, to ascertain attitudes toward the Center, sources of referral, and, in the 7-12 group, other library utilization practices.

Included in the student interview will be ratings of various features of the Center program, questions about use of other library centers, relationship between Center services and perceived needs in the school and home, etc.

Several times during the first year of operation (at least 3 times), a week-long observation of the Center will be conducted by a panel of judges, using activity analysis instruments specially designed for the study; among the main variables to be recorded are:

- number of users solving actual problems with materials
- distribution of active-passive participation modes
- instances of older students assisting younger
- "media-mix" in use at given periods

Evaluation Tasks - B

B1 Selection/Adaptation of k-3 observation instruments ("MACI")

B2 Selection/Adaptation of Special Education Monitoring Procedures

B3 Design of Interview Protocols for Students

B4 Design of Activity Analysis Procedures

B5 Training of observers and interviewers

B6 k-3 Observation 1

B7 k-3 Observation 2

B8 k-3 Observation 3

B9 Begin Special Education Monitoring

B10 Student Interviews 1

B11 Student Interviews 2

B12 Activity Observation 1

B13 Activity Observation 2

B14 Activity Observation 3

B15 Activity Observation 4

B16 Analysis of k-3 and Special Education Changes in Attitude and Participation

B17 Analysis of Interview Data for Changes in Attitude and Participation

B18 Analysis of Activity Analysis Data to ascertain changes in media utilization rates and "mix"

WORK PACKAGE C - "TEST GAMES" OF THE FACTUAL KNOWLEDGE AND SKILLS OF CENTER USERS

Ca K-3 students' factual knowledge of their community and city, of current events, Black culture, and history will increase significantly as determined by specially designed test "games" and anecdotal records.

Cb Students in grades 4-6 who participate regularly in the Center's programs will show significant improvement in their ability to select, locate, and secure resource materials suitable for solving homework problems, doing student reports, locating recreational and social resources of the community, as determined by specially designed pre and post-test "games."

Cc Students in grades 4-6 will demonstrate increased factual knowledge of the materials available in the Center, and of special projects sponsored by the Center, in interest areas other than those expressed in their earliest visits, as determined by specially designed test "games."

Cd Grade 4-6 students' factual knowledge of their community and city, of current events, Black culture, and history will increase significantly over time as determined by specially designed test "games" and anecdotal records.

Ce Students in grades 7-12 who participate regularly in the Center's programs will show significant improvement in their ability to select, locate, and secure resource materials

suitable for solving homework problems, doing student reports, locating recreational and social resources of the community, as determined by specially designed pre and post-test "games".

Cf 7-12 grade students' factual knowledge of their community and city, of current events, Black culture, and history will increase significantly over time as determined by specially designed test "games".

Evaluation Methods - C

Objectives Ca-Cf are concerned with students' factual knowledge of their culture and community, and also their competence in utilizing library resources. To assess levels of competence in both areas a series of non-threatening "games" will be designed - competitions with modest prizes - in which mastery of these two areas will predict success. (The two skill areas will be intermixed for analysis purposes; the emphasis in communication with students will be on the cultural knowledge component, however.) These games will be designed by the PLRP staff (using existing teaching games that are commercially available as a base), and will be administered twice for each group of students (six iterations). Included in the commercially produced games that will be utilized are GHETTO, BLACK and WHITE, and BLACK HISTORY, as well as numerous materials developed by Scholastic Press. Note that these games have not been developed to assess competence, but rather to enhance learning. The validity of the test materials will be ascertained by "known cases" analysis, and by expert judgments of the content validity of the items. Pre and post "games" will

have mainly identical tasks, and PLRP researchers will note

- the percentage of users who can complete tasks
- the mean accomplishment time for completing tasks
- the percentage of tasks that can be completed by 90% of the users

Evaluation Tasks - C

C1 Design test for three groups

C2 Try-out games on pilot basis

C3 Conduct Game 1 (k-3 Pre)

C4 Conduct Game 2 (4-6 Pre)

C5 Conduct Game 3 (7-12 Pre)

C6 Conduct Game 4 (k-3 Post)

C7 Conduct Game 5 (4-6 Post)

C8 Conduct Game 6 (7-12 Post)

C9 Analysis of Games in factual knowledge and library-use competence

WORK PACKAGE D - DATA ON FREQUENCY OF ATTENDANCE BY STUDENT USERS

Da Students in grades k-3 will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center. Data will be derived from attendance records.

Db Students in grades 4-6 will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center.

Dc Students in grades 7-12 will demonstrate increased interest in library and learning materials, as evidenced by frequency of visits over time to the Center.

Dd Mentally retarded students will demonstrate increased interest in libraries and learning materials evidenced by frequency of visits over time to the Center.

De The frequency and regularity of Center use for all the groups of students users will increase during the Center's operation.

Evaluation Methods - D

D Objectives are concerned, simply, with rate of attendance for the overall population; counts will be made for gross attendance in each period, numbers of different students in each period, and average attendance for individual students in each period. This data will be essential in sampling students for Packages A, B, and C.

Evaluation Tasks - D

D1 Design attendance recording procedures

D2 Implement procedures

D3 Perform monthly tally

D4 Summarize 6-month attendance

D5 Summarize 12-month attendance

WORK PACKAGE E - FREQUENCY OF ATTENDANCE DATA FOR PERSONS OTHER THAN STUDENTS

Ea There will be an increase in the use of the Demonstration Center by parents of students who participate in the Center's programs.

Eb A program of regular visitation to the Center by teachers and other professionals who work with the handicapped will be instituted.

Ec The number of teachers, librarians, and administrators from the Philadelphia Schools, Archdiocesan Schools and Free Library who visit the Center will increase over time.

Ed The interest and support of the sponsoring agencies will continue for the duration of the project, as indicated by regular attendance of agency representatives at meetings of the Interagency Committee.

Ee Support of the project by community representatives will continue for the duration of the project, as indicated by regular attendance at meetings of the Community Advisory Board.

Evaluation Methods - E

As in package D, data on Center attendance by parents, teachers, and library professionals will be maintained. Attendance will indicate status of visitor, whether or not the visit

is part of a scheduled program, and whether the visitor is directly connected to a student user(s).

Attendance data will also be maintained for the Community Advisory Board and the Interagency Committee.

Evaluation Tasks - E

E1 Design "visitor's log" formats

E2 Design attendance reporting procedures for Advisory Board and Interagency Committee

E3 Implement all attendance procedures

E4 Summarize 6-month figures

E5 Summarize 1-year figures

WORK PACKAGE F - INTERVIEW-SURVEY DATA FROM PARENTS, TEACHERS, AND COMMUNITY MEMBERS

Fa Handicapped children who use the Center will exhibit significant improvement in attitudes toward library and learning materials, as reflected through observations by their parents and teachers.

Fb Within 18 months of operation, a majority of parents of students who use the Center will agree that there have been "good results" in their children's school work and general development, which they believe are partly attributable to the Center.

Fc Within the first year of operation, a majority of community leaders in the service area (identified by the sponsors and Community Advisory Board) will indicate to their groups or through their organizations, that the Center is a valuable asset to the community and should be used by all eligible students.

Fd There will be a direct relationship between frequency of Center attendance and improvement in school progress, as indicated by interviews with a sample of teachers in the target community.

Fe The percent of persons in the community familiar with newsletters, bulletins and other communications from the Center will increase over time. Recognition of the Center's name, logo and identifying symbols will increase.

Evaluation Methods - F

Data for Objectives Fa-Fe will come from three sources, and be of three types:

1. Interviews of selected teachers (special education and regular) and parents of student users of the Center, to estimate judged benefits of the program for the students; this survey is to assess perceptions of affected parents and teachers, rather than facts about student accomplishments.

2. Survey data of a random sample of community adults, to infer level of knowledge about the program and general attitudes toward it.

3. Purposive interviews with a "panel" of community representatives, mainly to assess impressions and perceptions of community and education leaders in the target area.

Evaluation Tasks - F

F1 Selection of teachers and parents

F2 Design of interview procedures

F3 Teacher-parent interview 1

F4 Teacher-parent interview 2

F5 Design of general community knowledge-attitude survey

F6 Draw community sample

F7 General Community Survey 1

F8 General Community Survey 2

F9 Selection of "Panel"

F10 Continuing interviews with "Panel"

WORK PACKAGE G - DATA MAINTAINED IN "DISSEMINATION LOG"

Ga The Research Center staff will maintain an active program of information dissemination to the target community, as well as to the library and education professionals in the Philadelphia area, and nationally, and to all other persons requesting information.

Gb The Research Center staff will develop publications, presentations, and workshops for personnel in the three library systems, so that workable project activities can be adapted in "systemic" changes in the city.

Gc Utilization of the Center's information service and the programs for parents of handicapped students will increase over the duration of the project.

Gd Within the first year of operation, a majority of community leaders will demonstrate interest in the project by initiating requests for information, visits, or presentations.

Evaluation Methods - G

A "Dissemination Log" will be designed by the staff, in which all

- mailings
- presentations
- responses to requests

- requests for information
- media citations and publications

...will be maintained. As in any log, entries will be dated, to allow analysis of temporal patterns.

Evaluation Tasks - G

G1 Design of Dissemination Log

G2 Implementation of Dissemination data gathering

G3 Summarize 6-month activities

G4 Summarize 1-year activities

G5 Summarize 18-month activities

WORK PACKAGE H - DOCUMENT PRODUCTS

Ha The staffs of the Research Center and Demonstration Center will develop an inventory of materials, practices, and programs representing the "state-of-the-art" in Library-Resource Center programs for inner-city students, including special programs for handicapped students.

Hb A list of audiovisual equipment and instructional materials required for the Center's program will be completed.

Hc A survey of community preferences will be conducted in the target community. Results will be analyzed and taken into account in the planning of programs and activities for the Center.

Hd Initial program plans for Center activities will be drawn up, scheduled, and assigned to appropriate staff.

He The Library Project staff will develop a work plan for the activities of the Demonstration Center and Research Center and implement that plan.

Hf Citations about the Center by community leaders in public functions, and in the local press and communications vehicles, will continue over time. A clippings book will be the source of data.

Hg The Research Center will develop a planning-decision system for choosing Learning Center acquisitions and activities, and for allocating resources on an activity objective basis.

Hh The Library Project Staff will devise an evaluation plan for assessment of project effectiveness, and implement that plan.

Hi The Research Center staff will develop and maintain a mailing list for dissemination purposes for library and education professionals in the Philadelphia area and across the nation.

Evaluation Methods - H

In this cluster, actual product documents equivalent to the objectives will be submitted as evidence of success.

Evaluation Tasks - H

H1 Complete state-of-the-art inventory

H2 Complete A-V equipment and instructional materials lists

H3 Complete community preference survey results

H4 Complete Initial Program Plan

H5 Complete Research Activities Plan

H6 Complete "Clippings Book"

H7 Complete Report on Planning-Decision System

H8 Complete Evaluation Plan

H9 Complete Mailing List

WORK PACKAGE I - MANAGEMENT REVIEW REPORTS

Ia A facility for the Demonstration Center will be obtained.

Ib Specifications for renovation of the facility will be developed by the Library Project staff.

Ic Contractual agreements for rental and renovations of the facility will be consummated.

Id Nucleus collections of books and instructional materials, including special materials for the handicapped, will be specified, ordered, received, and processed prior to the Center's opening.

Ie A-V equipment and instructional materials will be ordered, received, and processed prior to the Center's opening.

If Furniture, fixtures, and display equipment will be specified, ordered, and installed prior to the Center's opening.

Ig A comprehensive program for services to handicapped students will be developed and implemented. Specially trained staff will be assigned to the program.

Ih All staff positions necessary to the Center's operation will be filled, and the individuals will be trained prior to the Center's opening.

Ii A training program for selected library personnel in Philadelphia will be designed and implemented in the second year of the Center's operation.

Ij A Community Advisory Board composed of a representative group of people who live or work in the community will be established.

Ik The Research Center will conduct all observation and data gathering procedures which are part of the evaluation design plan.

Il The project director will institute periodic reporting requirements for all project principals.

Im The project director will develop and refine procedures for ensuring frequent, productive communication among the sponsoring agencies.

In Community interest in and support of the Center will be demonstrated by the amount and kind of voluntary services provided by the community.

Io The project director will develop and refine procedures for minimizing delays and obstacles in securing sponsor clearances for project decisions, thereby lowering the risks of failing to meet project deadlines because of administrative complexities.

Evaluation Methods - I

Each of the activities to be completed in Ia-Io will be the subject of a management review report (MR-Memo).

Evaluation Tasks - I

I1 Complete MR-Memo of facility selection, renovation, and contractual agreements

I2 Complete MR-Memo on acquisition of nucleus collection, A-V equipment, instructional materials, and furniture

I3 Complete MR-Memo on services for handicapped students

I4 Complete MR-Memo on PLRP staff, including profiles and role descriptions

I5 Complete MR-Memo on PLRP Trainee Program

I6 Complete MR-Memo on Community Advisory Board

I7 Complete MR-Memo on Evaluation and Data-gathering Activities

I8 Complete MR-Memo on internal project communications (staff and sponsoring agencies)

I9 Complete MR-Memo on Services provided the Center by the community

WORK PACKAGE J - DATA FROM STAFF INTERVIEWS AND TESTING

Ja The Demonstration Center staff will improve in its ability to individually diagnose needs and prescribe programs consonant with those needs for individuals and groups. Performance objectives will be developed for the staff training program and criterion-referenced tests will be administered.

Jb Volunteers and part-time paraprofessionals who work in the Center will take affirmative actions to improve their own credentials in education, libraries, or related fields. Data about these developments will be drawn from periodic staff meetings and interviews.

Evaluation Methods - J

Two kinds of data will be collected about the staff of the Demonstration Center:

- the performance of each staff member in meeting the requirements of the staff training program
- the effects of the program on the career development of the volunteers and paraprofessionals who work in the Center

All staff members will be continually oriented to the roles and responsibilities of the other staff members, to ensure maximum communication and cooperation.

Evaluation Tasks - J

J1 Develop performance objectives for staff members

J2 Devise personnel review sheets

J3 Conduct "real-life testing" of staff members in actual service situations

J4 Conduct interviews with all non-professional personnel - 1

J5 Conduct interviews with all non-professional personnel - 2

J6 Summarize 1-year staff performance

J7 Summarize 18-month staff performance

types of effect anticipated in the early years of the project:

- frequency of contacts between teachers and librarians with the target community schools, and contacts between both groups and the personnel of The Free Library of Philadelphia; this interagency communication is among the main goals of the project
- evidence of innovations in Free Library and School Centers, based on demonstrated practices in the Demonstration Center; first, evidence of affirmative steps toward innovation initiated by trainees of the Demonstration Center, and, in the schools of the target community

Because innovations in library practice are usually slowed by administrative complexities, no dramatic evidence of "systemic" change can be anticipated in the first two years of Center operation, but early indications can be assessed and reported - albeit anecdotally. (Staff charged with follow-up assessments will, of course, be trained in anecdotal reporting.)

Evaluation Tasks - K

K1 Design questionnaire on teacher-school librarian contacts

K2 Design questionnaire on School-Free Library contacts

K3 Conduct teacher-school librarian survey - 1 (Baseline)

K4 Conduct teacher-school librarian contact survey - 2

K5 Conduct School-Free Library Survey - 1 (Baseline)

K6 Conduct School-Free Library Survey - 2

K7 Conduct on-site visitations to Trainee sites - 1

K8 Conduct on-site visitations to Trainee sites - 2

K9 Conduct observations in School libraries - 1

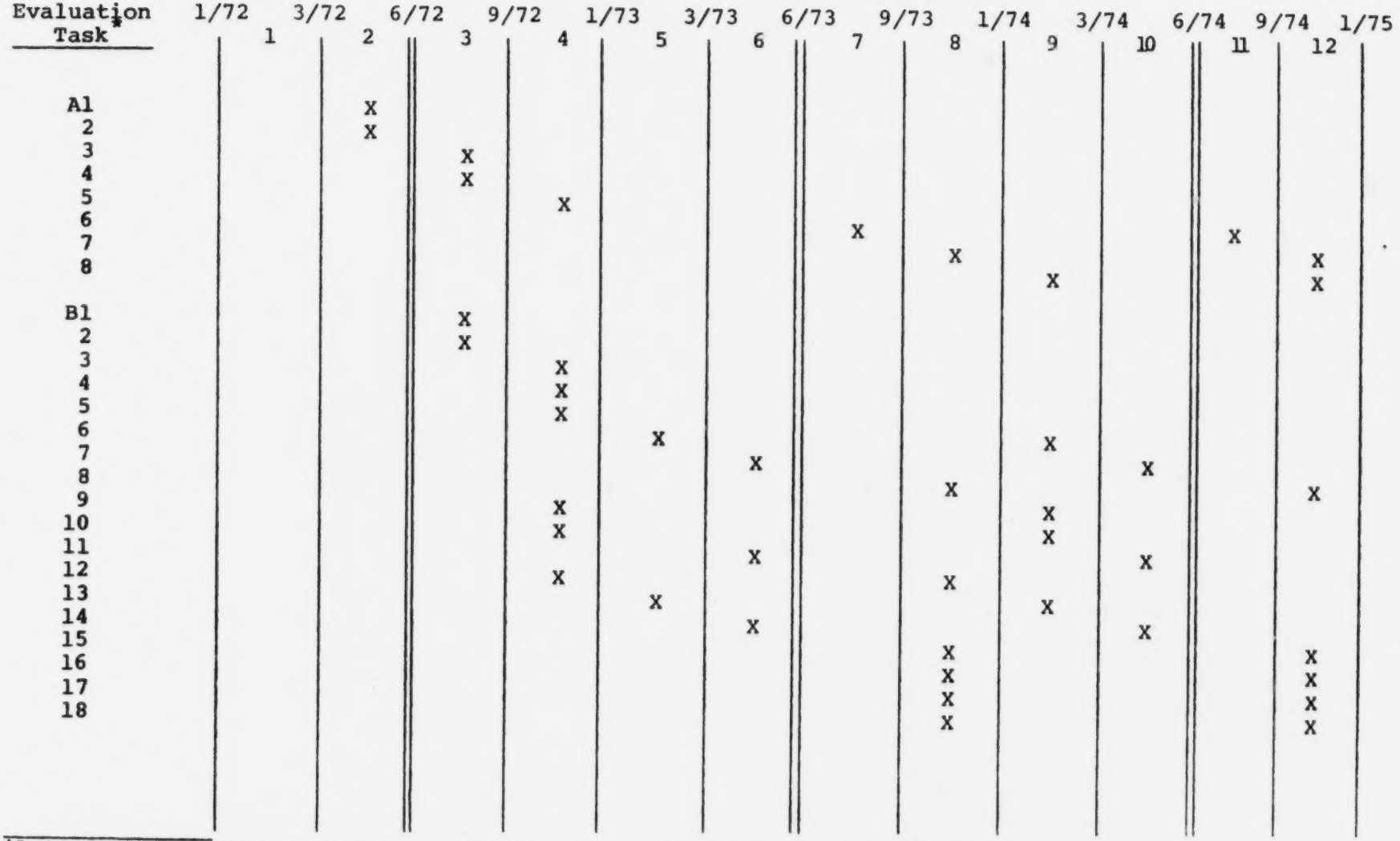
K10 Conduct observations in School libraries - 2

Evaluation Schedule

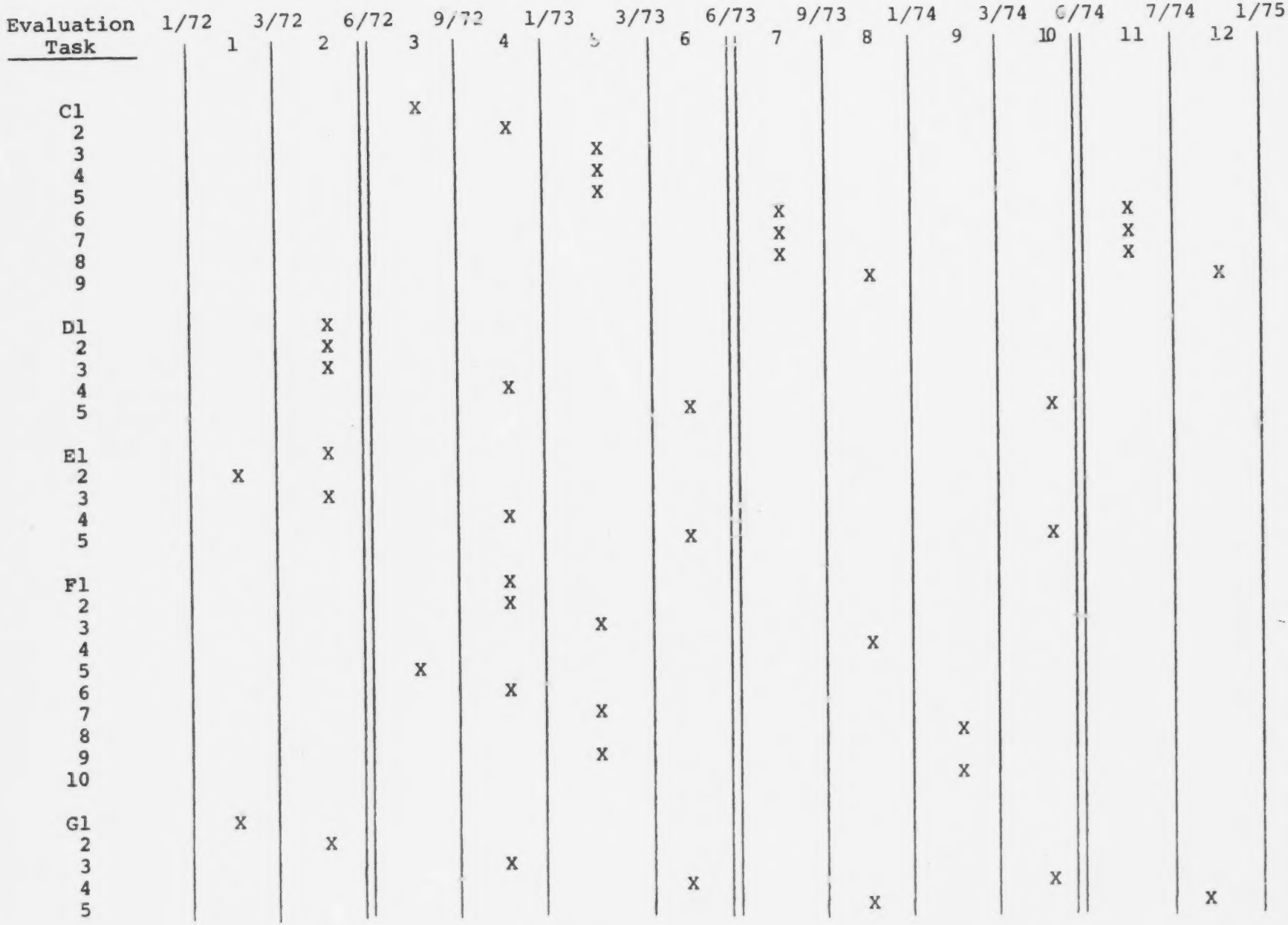
The following section shows the approximate scheduling of the evaluation tasks over a three-year period. The calendar is divided into 12 quarters, the first being the three months prior to the opening of the Demonstration Center to public use, the twelfth ending December 31, 1974.

Because the Center is expected to open in mid-March, 1972, the end of the second quarter will be roughly the end of the first contract year.

Time Schedule for Evaluation - Quarters



*Letters and numbers refer to tasks defined in the body of the Evaluation Report


Evaluation Task
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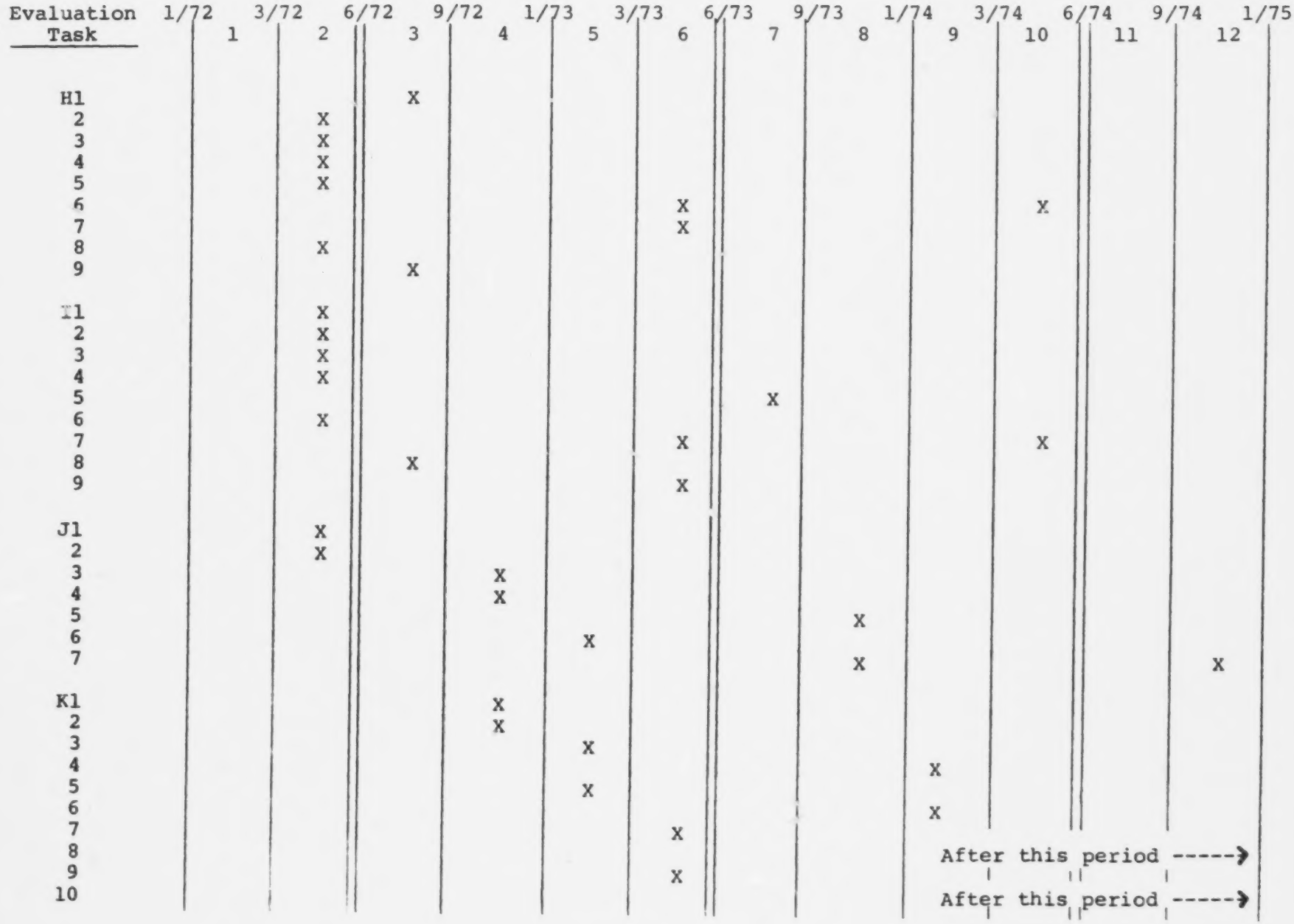
Evaluation Task
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I1 2 3 4 5 6 7 8 9
J1 2 3 4 5 6 7
K1 2 3 4 5 6 7 8 9 10
After this period ----->
After this period ----->

Attachment:

Outline of PLRP Evaluation Report

1. Introduction
2. Student Outcomes
    2.1 Changes in Reading Readiness
    2.2 Changes in Reading Ability and Other Language Skills
        2.2.1 Students K-3
        2.2.2 Students 4-6
    2.3 Changes in Problem Solving Skills
        2.3.1 Students K-3
        2.3.2 Students 4-6
        2.3.3 Students 7-12
    2.4 Changes in Knowledge of the Center and Community
        2.4.1 Students K-3
        2.4.2 Students 4-6
        2.4.3 Students 7-12
3. Student Attitude and Participation
    3.1 Attendance Changes
        3.1.1 All Students
        3.1.2 Students K-3
        3.1.3 Students 4-6
        3.1.4 Students 7-12
        3.1.5 Handicapped Students
    3.2 Student Opinion
        3.2.1 Students 4-6
        3.2.2 Students 7-12
    3.3 Active-Passive Participation
        3.3.1 Students K-3

3.3.2 Students 4-6

3.3.3 Students 7-12

3.3.4 Handicapped Students

3.3.5 "Media-mix" for all users

4. Community Impact and Participation

4.1 Parents

4.1.1 Rates of Center Attendance for Parents

4.1.2 Parents Judgment of Student Benefit

4.1.3 Parents Factual Knowledge of the Center

4.2 Community Leaders and Members

4.2.1 Community's Knowledge of the Center

4.2.2 Community Referrals to the Center

4.2.3 Offering of Services to the Center

4.2.4 Community's Public Statements Regarding the Center

4.2.5 Participation Rates for Community Advisory Board

4.2.6 Rate of Requests for Information and Presentations

4.3 Education and Library Professionals

4.3.1 Teachers' Judgment of Center Benefits for Children in their Classes

4.3.2 Teachers' Judgment of Effects on Handicapped (mentally retarded) Children

5. Center Staff

5.1 Increased Competencies of the Center Staff in Working with Inner-city Children

5.2 Evidence of "Career Development" Impact on the Professionals and Volunteers in the Center

6. Library-Education "Systemic" Impact

6.1 Communication Between School Librarians and Teachers

6.2 Communication between Free Library and School Personnel in the Community

6.3 Follow-up Report on Trainees

6.4 Preliminary Impact of Center on the Library Programs in the Area

7. Special Memoranda

7.1 Facilities Report - Description of Site, Renovations, and Contractual Agreements

7.2 Report on Program for the Handicapped

7.3 Report on Center Staffing

7.4 Design Report for Trainee Program

7.5 Report on Community Advisory Board Activities

7.6 Review of Evaluation, Data Gathering, and Staff Reporting Activities

7.7 Report on Interagency Contacts and Accomplishments

Attachments

A. "State-of-the-art" Review of Library-Resource Centers for Inner-city Children, including Section on the Handicapped

B. Nucleus Collection List

C. Furniture Equipment List

D. Documentation of Center's Planning-Decision System, including Illustrative Work Plans and Resource Allocation Procedures

E. Project Mailing List

F. Any Curriculum Product, Paper, or Report developed by the Project Staff for the Education-Library Community

III. ESTABLISHING AND OPERATING THE ACTION LIBRARY

Book Selection Policy
Memoranda on Renovation and Furnishing of Action Library
Procedures for Recruitment and Hiring of Community Aides
Letter and Flier to Community Organizations
Outline of Training Sessions for Aides

January, 1972

PHILADELPHIA STUDENT LIBRARY PROJECT

ACTION LIBRARY

CHILDREN'S BOOK SELECTION POLICY

I. GENERAL STATEMENT OF OBJECTIVES

A. The primary purposes of the collection are to provide current, attractive, high-interest, low-vocabulary materials for children from pre-school through sixth grade and to awaken their interest and increase their understanding of themselves, their community, and the broader world of which they are a part. The collection includes materials on most topics in which children are interested or which they need to use.

B. Because a sense of self is based on knowledge of the contributions made by members of one's own particular group as well as knowledge of the contributions made by other groups, the collection is strong in materials which reflect African and Afro-American experiences and ideas accurately, and thoroughly.

II. TYPES OF MATERIALS

A. Materials for children

1. Reference materials--for use in the library. A variety of encyclopedias, dictionaries, handbooks, atlases, and books of special interest are available at all times for immediate use.

2. Materials for home use. Most materials are available for home use. They include hardbound and paperback copies of: picture books and easy readers, folklore, fiction, nonfiction, and biography, and reference works. Duplicate copies of the most popular and useful reference works are purchased for home use.

B. Materials for parents, teachers, and other adults

To aid parents, teachers, and youth workers in their dealings with children and to stimulate their interest the collection includes materials on reading, child psychology, craft and storytelling activities, as well as material on subjects of special interest such as handicapped persons, sex, and death.

III. BOOK SELECTION: GENERAL POLICIES

A. Responsibility

The administrator of the program has ultimate responsibility for selection or exclusion of material. He delegates immediate responsibility for the selection of children's books to the children's librarian.

B. Aids in Selection

Because the selector cannot read every book available for purchase he relies upon reputable, standard lists and reviewing tools to help in selection. Such works include:

1. Association for Childhood Education International, Bibliography of Books For Children.
2. Bowker. Best Books For Children
3. Commonwealth of Pennsylvania. From Slavery To Freedom.

4. Gaven. Elementary Library Collection Phases, 1-2-3

5. Jackson. A Bibliography Of Negro History And Culture

6. Lannon. The Black Man In America.

7. New York Public Library. The Black Experience In Children's Books.

8. Rollins. We Build Together.

9. School District of Phila. Bibliography On Afro-American Culture.

10. Wilson. Children's Catalog.

Reviewing Media

1. American Association For Advancement of Sciences. Science Books: A Quarterly Review

2. American Library Association Booklist

3. Bulletin of the Children's Book Center

4. Council For Interracial Books

5. Horn Book

6. The New York Times Book Reviews

7. The Wilson Library Bulletin

C. Factors Considered for Selection of Books

1. Literary quality: characterization, style, theme

2. Appropriateness of content, vocabulary, interest appeal for projected age group and format

3. Need for subject matter.

4. Accuracy of individual and/or group portrayal.

5. Currentness of material.

D. Factors Considered for Rejection of Books

1. Literary quality, including style, theme, and (for fiction) characterization of character.

2. Accuracy of presentation of subject when compared with the more current material and of portrayal of individuals or groups.

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3. Appropriatness of content, vocabulary, and format for the age level served.

4. Need for the subject or type of material in the collection.

IV. PRINCIPLES OF SELECTION ACCORDING TO TYPES OF READERS SERVED

A. Preschool Children

Emphasis is placed on the purchases and development of materials which easily and enjoyably introduce ideas and experiences to the child and help develop in him positive self-concepts. Materials include: ABC Books, books on numbers, seasons, colors, and time, poetry, Mother Goose stories, animal books, etc.

B. Elementary School Children

Books are selected which not only keep pace with youngsters' interests and reinforce positive concepts already learned but which also creatively stimulate interest in new areas. The selector makes a special effort to acquire works which through content, format, and vocabulary, encourage the slow or reluctant reader to increase his interests and activities. Fiction materials are purchased which both broaden and develop understanding and appreciation of the emotions, life, and culture of the child and others and which also present viable alternates of action and thought. Nonfiction selections reflect both the child's immediate interests and also potentially useful and enjoyable areas. Subjects include: crafts, games, space, cars, cooking and sewing, easy science and science experiments, history, geography,

community and city life and government, language, photography and film making, poetry, and biography.

C. Adults

Most of the materials in the children's collection are chosen to help adults dealing with children to prepare activities, solve problems, and stimulate the child's intellectual and emotional growth. The Parent-Teacher's Collection supplies adult-oriented materials concerned with working with children.

V. PRINCIPLES OF SELECTION ACCORDING TO FORM OF MATERIAL

A. Encyclopedias

An encyclopedia is judged by the qualifications of its editorial board and the accuracy, breadth, and currency of its material. Other considerations are: reading and concept levels, bibliographic sources, ease of use, including arrangement of data and cross-references. Of importance are the choice, quality, number, and reproduction of pictures, maps, graphs, and diagrams.

B. Picture books and easy readers

Picture books and easy readers are bought in quantity. The same criteria apply to these as to other books. Illustration, format, and ease of vocabulary are of special importance. Primers and/or pre-primers are purchased when trade books on easy-reading levels are found to be inadequate to the children's needs.

C. Textbooks

Although the collection does not attempt to provide textbooks, alternate learning material on the subjects studies by children are provided.

D. Series

Each book in a series is considered on its own individual merit and is judged by the same standards as if it were not part of a series.

E. Adaptations, Abridgements and Retellings

Care is taken to insure that an adaptation, abridgement, or retelling selected for the collection is true to the original work's theme, plot, characterizations, and style of writing.

F. Paperbacks

The criteria for paperback books are the same as for hardbound books. Comics are evaluated as suitable or unsuitable within the standards of their genre. Large quantities (50%) of the children's collection of paperbacks are purchased for preschool through sixth grade levels, in both fiction and nonfiction, because of this medium's immense popularity, attractiveness, and practicality.

G. Pamphlets

Pamphlets often provide the most current data on a given subject and sometimes provide information for which there is no counterpart in other media. A pamphlet file to which materials will be added is part of the children's collection.

H. Periodicals

Magazines edited for children and other periodicals which interest children are purchased in duplicate. One copy may be borrowed; the other is retained for use within the library.

I. Audiovisual Materials

Audiovisual materials are a vital part of the library's collection both to complement other materials and to provide information and enjoyment which can best be presented through audiovisual media. The audiovisual specialist selects audiovisual materials of special interest to children in consultation with the children's librarian.

VI. SELECTION CRITERIA ACCORDING TO SUBJECT

A. Religion

The child's spiritual development is primarily the responsibility of his/her home and church. General works that describe the history and beliefs of the major religions, materials that objectively treat religious events as literature, and books that explain religious customs and holidays are selected for the collection. Works which proselytize, treat other beliefs in a nonobjective, hostile or derogatory manner, or preach one religion's tenets as the only or most desirable belief's are not included in the collection.

B. Human Physical Development and Reproduction

Books written for children which present human physical development and reporduction in a dignified and scientific

manner are purchased and shelved with the regular children's collection. Titles which the reviewing media suggest or the children's librarian judges should be used with an adult are placed in the Parent-Teacher section.

C. Judo and Karate

Since undirected or unsupervised use of Judo and Karate could result in physical harm, children must obtain written approval from a parent or guardian in order to check out these materials.

VII. WEEDING

A. To maintain a viable up-to-date collection it is necessary regularly to dispose of materials for the following reasons:

1. Physical condition of the materials
2. Lack of demand
3. Datedness

B. Disposal is carried out in consultation with the Board of Education by any of the following methods:

1. Destroy because of the physical condition of the material
2. Book sale
3. Donation to a community organization
4. Give away

VIII. GIFTS

The Action Library staff appreciate the altruistic motives which prompt gift-giving. Gift materials, however, are accepted for use only if, upon examination, they meet the standards described in III-C, "Criteria for Selection of Books."

IX. CHALLENGED MATERIALS

If a patron expresses strong dissatisfaction with a specific item or a type of material in the children's collection the children's librarian will discuss the situation and seek to understand the objector's point of view as well as to explain the Action Library's book selection policies.

If the patron remains unsatisfied he/she is requested to state his objection in writing and submit it to the library administrator who will consider appropriate further action.

X. RIGHTS AND RESPONSIBILITIES

The Action Library subscribes to the rights and responsibilities described in the following:

1. Freedom to Read Statement, adopted June 25, 1953 by the American Library Association Council.
2. Library Bill of Rights, adopted June 18, 1948, amended February 2, 1961, and June 27, 1967 by the American Library Association Council.
3. Right To Read, adopted, summer, 1971, Board of Directors Children's Services Division, American Library Association.

January 19, 1972

To : File

From: Verna Shmavonian, Education Planning Analyst, Project Center

Re : Meeting with Durham School staff to discuss decor and modification of space for Action Library

At the request of V. Shmavonian, Sanderson Caesar and Reid Prettyman of the Durham School staff met with Charles Peguese, Lew Anderson, and Ron Hart of the Action Library staff and Mrs. Shmavonian of the Project Center staff to exchange ideas about making the library interior lively and appealing to children.

Among the suggestions made were the following:

-That we not make a big thing of the check-out desk (we had asked him to design something unusual); rather that we de-emphasize it as much as possible. He suggests the simplest arrangement possible -- a table where students can sign out books and a bin on wheels (colorful canvas) where they can deposit returned books and AV materials.

-That we have different color rugs in different areas in the large room to break up the space and to allow for flexibility - perhaps just allowing the children to throw down mats and small rugs where they wish. (Charles indicated that the overall wall to wall covering would help with noise and cold floor and that mats could be thrown down on top of the carpeting.)

-Lamps of the variety used in homes rather than institutions and offices would soften the effect and provide needed light; they also can be used to define areas (if we can solve the shortage of electrical outlets).

-A cardboard system called tri-wall which is collapsible is great for children to build their own "areas" and make partitions, houses, etc.

-Mr. Caesar suggested that we paint the entry area with bright primary colors and/or mural; that we have a sofa there to make it more inviting; also it will be an area for announcements and bulletin boards. We can hang a permanent or changing signs from the overhead pipe which will be seen from the street. He thinks a couch in this area would also make it more inviting and we could leave our free hand-out materials out there.

The group talked about various kinds of art, animal cutouts, etc. that could be used above the book shelving; use of mobiles and possibility of having small animals and two small aquariums on tables.

The Action Library staff will be meeting with Mr. Caesar and Mr. Prettyman along with other members of the Durham School staff to discuss program and collection very soon and we expect to get additional good ideas and advice from them. Mr. Caesar was very helpful at this meeting.

January 19, 1972

To : File

From: Verna Shmavonian, Education Planning Analyst, Project Center

Re : Meeting to discuss use and modification of Action Library space in St. Charles Community Building, 20th and Christian Streets

The meeting was held at 9:30 a.m., January 18, 1972 at St. Charles Community Hall. Those attending were Charles Peguese, Action Library; John Benford and Verna Shmavonian, Student Library Project Center; and Father George Vermeiren and Father John van de Paer of St. Charles.

The discussion centered around ways the Action Library could furnish rooms leased from St. Charles in order to have maximum use of the space six days a week and not interfere with the use of the same areas by St. Charles community groups on Saturdays.

A cordial understanding of one another's needs and problems was reached. The Action Library plans for use of each room are as follows:

Room 1: the large central area - a flooring expert will be consulted about carpeting versus tile for the main area and to get estimates on carpeting for the side rooms. Shelving which will be 60 inches high in some areas and 72 inches high in others will be installed around the perimeter of the room. This will necessitate an additional number of portable units (four to six) in the center of the room to house all of the collection. A large area in the SE corner will feature easy readers and picture books for the youngest children. This will require a display table for picture books and some stools. There will also be a very small brightly colored desk in the area for staff. The only other piece of furniture in this central area will be a checkout table or desk to be located near the front door.

The area to the rear of the main room which is separated by a partition will be used as an adult lounge area and will be furnished with couches, lounge chairs, and coffee tables as well as some racks for magazines and newspapers and a few book shelves.

The following rooms are on the Christian Street or South wall (from left to right facing Christian Street):

Room 2: This area is broken up into two rooms with a partition now but the partition will be removed to make one very large room which the Action Library will use as the young adult-adult reading room. There will be book shelves lining the walls except in areas where there will be study carrels (approx. 12 on the South wall and 6 on the West wall) plus a brightly colored desk or table near the door for the staff, four 48-inch round tables with chairs (stacking), and some paper-back book carousels. A metal storeage cabinet will also be required.

Room 3: Study room - this room will have study carrels and a center table.

Room 4: Reading room - designed the same as room 3; the reading specialist and her staff will work here with children individually or in groups. A metal storeage cabinet will also be required.

Room 5: This will be the Black Studies and Culture area. Shelving and carousels will be required; possibly a couch or easy chairs depending upon how much space they take up.

Room 6: This room will be bare except for carpeting and will be used for whatever purpose the staff wishes: sometimes for creative dramatics; occasionally for production of tape recordings.

The following rooms are on the North Side of the area:

Room 7: Storage - workroom - lounge area. This very large area will house special shelving on the South wall. Along the West wall there is a sink. A small stove and refrigerator for preparation of snacks and meals will be installed. There will be a small table and some chairs for staff use also. The St. Charles staff will continue to use shelving along the back (N.) wall for their crafts materials and the Action Library staff will use a good portion of the back area for storing equipment on Friday nights. It was suggested that a curtain be installed to separate the back storage area from the front lounge-work area.

Room 8: This is a large room with several small cubicles along one side. The Action Library staff will use it for movie showings, meetings, etc. A specific use for the small rooms has not been designated although they could quite naturally be used as study areas. Lighting in this area needs to be improved.

Father John made several suggestions:

1. Install steel locked storage cabinets in rooms where AV and all other hardware will be used.

2. Use of phone jacks rather than permanent telephone installations.

3. Converting one of the small rooms off the large scout room (room 8 above) for permanent storage of AV materials.

4. Installing door checks on all of the doors to avoid pinched fingers.

Father John submitted the estimate for rennovation of the entrance which includes installing double glass doors, removing the interior wooden doors, painting, and covering the floor.

(At a later meeting this same day Charles Peguese and Verna Shmavonian spoke further with Father John about painting bright colors or a mural on the walls of the lobby-entry and about consulting an electrician to find ways to bring in more outlets, better lighting and perhaps a 220 line if needed for the stove in the lounge-workroom area.)

March 6, 1972
Rev. March 8, 1972
Further Rev. 3/27/72

SUGGESTED PROCEDURES FOR THE RECRUITMENT, SCREENING, HIRING AND SEPARATION OF COMMUNITY AIDES

Prepared by Jack Benford, Project Director
and Charles Peguese, Administrator,
ACTION LIBRARY

I. Definition and Need

A "community aide" is a resident of the primary service area, who is employed in the ACTION LIBRARY in a nonprofessional position under the direct supervision of a professional staff member of the ACTION LIBRARY. The aide is a part-time employee of the School District of Philadelphia, and his or her employment and pay are subject to the policies, procedures, and pay scales of the School District.

A limited number of community aides - 25, initially - are needed by the professional staff of the ACTION LIBRARY to assist in carrying out program activities of the Library.

II. Conditions of Employment

Community aides will be employed under policies and procedures of the School District of Philadelphia. The major conditions of employment are the following:

1. Each aide will be hired for a specific position at an hourly rate of pay established by the School District for that position.

2. Each aide will be a part-time employee. The number of hours worked may not exceed four per day or 20 per week.

3. Term of employment will depend upon the availability of Federal grants for the project and satisfactory performance by the aide. Initial term of employment is through June 14, 1972, the terminal date for the current Federal grant. Satisfactory performance will be determined by the aide's immediate supervisor.

4. Each person hired as a community aide will have a probationary work period of 30 days, during which his or her performance will be evaluated. The employment of any person whose work during the probationary period is rated "unsatisfactory" will be subject to termination at the end of the probationary period.

III. General and Specific Requirements for Employment

1. Each applicant for a community aide position must:

   a. be a person who lives, works, or has an interest in the primary service area, defined as the area between Broad Street and 24th Street, and between Lombard Street and Washington Avenue.

   b. be at least 16 years of age

   c. not be employed by the School District, The Free Library, or the Archdiocesan School System at the same time that he or she is employed by the Action Library.

   d. be willing to work a flexible schedule, including some weekends and evenings

   e. have an interest in working with school-age children, kindergarten through 12th grade.

2. Each applicant for a specific position must also meet the requirements of that position, to be determined through a written application and an oral interview.

IV. Procedures for recruiting, screening, and hiring community aides

1. Notification of position openings signed by the Chairman of the Community Advisory Board and by the Administrator, will be mailed to community organizations, requesting that interested persons contact the ACTION LIBRARY for further information.

2. Each person who requests employment as a community aide must complete and sign an application for employment. The application will be reviewed by the ACTION LIBRARY Staff for completeness and to determine whether or not the applicant meets the minimum requirements for the position, and therefore qualifies for oral interview. Applications will then be screened by the Personnel Committee. All applicants who meet minimum requirements will be scheduled for an oral interview by an Interview Committee. The Interview Committee will consist of one member of the Action Library staff and one member of the Personnel Committee. It will be constituted to interview candidates, evaluate their potential for the positions applied for, and rank them on eligibility list in order of their rating. Ratings shall be an average of the ratings by the members of the Interview Committee.

3. The Personnel Committee will be composed of four members of the Community Advisory Board.

4. Appointments to available positions will be made by the Administrator from the appropriate eligible list in order of the ranking of eligibles on the list.

V. Procedures for Termination of Employment

1. A community aide may not be dismissed except for cause. Following are causes for dismissal:

   a. Refusal tc perform tasks designated for the position
   b. Failure to keep working hours specified for the position
   c. Unsatisfactory performance
   d. Lack of funds for the position

2. Each person hired as a community aide will serve a 30-day probationary period, at the end of which he or she may be dismissed for unsatisfactory performance.

3. The procedures for dismissal and appeals are as follows:

   a. Recommendation for dismissal may be initiated by any professional staff member of the ACTION LIBRARY by a written report to the Administrator.

   b. Such action must be reviewed and approved or denied by the Administrator. The Administrator will review the grievances with the employee before taking final action. The Administrator's action will be presented to the Personnel Committee of the Community Advisory Board.

   c. If a community aide is dismissed, he or she may appeal to the Community Advisory Board within 30 days of the date of his dismissal. The action of the Board is final.

   d. A dismissed community aide will:

      1) be given two weeks' written notice, which includes an explanation of the reason for his dismissal.
      2) be paid for all hours worked up to date of separation
      3) be separated with impunity; his or her employment records will remain confidential.

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
PARKWAY AT TWENTY FIRST STREET
PHILADELPHIA, PENNSYLVANIA 19103

Matthew W. Costanzo
Superintendent of Schools

ROBERT L. POINDEXTER
Deputy Superintendent

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

JOHN Q. BENFORD
Project Director

THOMAS E. ENTENMANN
Senior Research Associate

LOWELL A. MARTIN
Consultant

RESEARCH CENTER
Park Towne Place, Room S-14
2200 Benjamin Franklin Pkwy.
Philadelphia, Pa. 19130
Tel. (215) 563-7223

February 24, 1972

Mr. Clifton Williams
2141 Montrose Street
Philadelphia, Pa. 19146

Dear Cliff:

I am enclosing for your review a draft of the notice to community organizations about the hiring of community aides, together with the sets of specifications for each of the positions which were drawn up by Charles Peguese and his staff. If you approve the notice, Anne Hearn can proceed to get your signature and Charles' on a master copy for reproduction and mailing to community organizations on our list.

Charles and I have discussed at some length the matter of screening and hiring of community aides, and I want to suggest a set of procedures. I suggest that interested applicants be advised to call the ACTION LIBRARY to set up an appointment for the initial interview with Charles and the staff member concerned. The purpose of that interview would be to check the applicant's qualifications against the position specifications. Each applicant found qualified would be referred to the Community Advisory Board for a second interview. Names of applicants approved by the Board would be referred to Charles for a decision and final processing for hiring.

I believe that this procedure and the use of position specifications and qualifications guarantees fair treatment to all applicants and insures the selection of the best qualified persons acceptable to the Board and to staff.

I am interested in your reaction and response to the above proposed plan. Please call me as soon as possible to discuss it in order that we can proceed.

Thank you very much.

Sincerely,

Jack Benford
Project Director

ACTION LIBRARY

20th & Christian Streets
Philadelphia, Pa. 19146
Ki 5-1144

PLEASE POST THIS NOTICE!

March 6, 1972

The ACTION LIBRARY will open March 27 in this community. It will be a new kind of library where students and their families will find films, books, records, tapes, pictures, and other materials. Some trained specialists will be available to explain the use of the equipment and to lead programs and activities. Anyone who wants to participate will be welcome.

The ACTION LIBRARY needs aides to help with many of the activities that it will offer. The administrator of the ACTION LIBRARY and members of the Community Advisory Board are prepared to interview people now who wish to apply for these jobs.

If you are interested or know of someone who would be interested in the positions of reading aide, audio-visual assistant, children's library assistant or general library assistant, please contact Charles Peguese, Administrator of the ACTION LIBRARY. All aides will be expected to have the following general qualifications. Specific qualifications will be discussed in the interview.

1) be a resident of this community

2) be at least 16 years old

3) be willing to work a flexible schedule, including some weekends and evenings

4) have an interest in working with school-aged children, kindergarten through 12th grade

Clifton J. Williams
Chairman
Community Advisory Board, Action Library

Charles R. Peguese
Administrator
Action Library

STAFF DEVELOPMENT: FULL-TIME AND PART-TIME STAFF

1st Session — Address by Mr. Clifton Williams, Chairman of CAB

A. What is a Library?
   1. Overview
   2. Community-Use

B. Introduction and Orientation to Action Library
   1. Objectives-Supportive Role
   2. Staff Function and Interrelationship
   3. Responsibility and Duties of Staff
      a Security
      b. Channels of Communication
      c. Discipline
   4. Overview
   5. Flowchart

2nd Session

A. Library Skills
   1. Use of Card Catalog
   2. Shelving
   3. Use of Reference Materials
   4. Storytelling and Book Talks
   5. Readers Guidance
   6. Checking-Out Procedures and Registration

B. Processing and Checking Materials in
   1. Accessioning
   2. Forms

3rd Session — Utilizing of Hardware and Software

4th Session

A. Reading Disability Patterns
   1. Perceptual: Visual, Auditory
   2. Word Attack Skills
   3. Comprehension
   4. Study Skills
   5. Literature

B. Utilizing Hardware and Software Relating to Specific Reading Skills

5th Session — Communication and Community Relations
   1. Why Community Relations?
   2. Where to Begin
   3. Methods

6th Session

A. Child Development and Learning

B. Recognition in Children

TOPICS	LEADERSHIP	METHOD	TIME
1st Session Address from C.A.B. What is a Library? Introduction and Orientation to Action Library	Clifton J. Williams Peguese and Hart Peguese	Lecture Film-Lecture Role-Playing and Lecture	May 30, 1972 2 hours
2nd Session Library Skills Processing and Checking Material In	Peguese, Myrick, Bauer Austin, Hamud, Z.Williams	Films, Filmstrips Demonstration, Lecture	May 31, 1972 3½ hours
3rd Session Utilizing of Hardware and Software	Anderson	Demonstration & Lecture	June 2, 1972 1 hour
4th Session Reading Disability Patterns Utilizing Hardware and Software to Specific Reading Skills	Berry and others	Demonstration, Lecture Filmstrips, Cassettes	June 5 and 6 4 hours
5th Session Communication and Community Relations	Hart	Lecture	June 7 1 hour
6th Session Child Development and Learning	Chassen	Lecture and Film	June 8 1 hour
7th Session Field Trip - Free Library	Full and Part-time Staff	Visitation	June 9 2 hours

IV. ACTION LIBRARY IN ACTION

Dedication Materials
Sample Program Outlines

PROGRAM

KEITH DOMS, Director ..... *Presiding*
The Free Library of Philadelphia

THE REV. CHARLES R. McCREARY, Associate Pastor ..... *Invocation*
Shiloh Baptist Church

CLIFTON J. WILLIAMS, Chairman ..... *Welcome and Statement of Purpose*
Community Advisory Board

DAVID C. COLEMAN, Commissioner of Records ..... *Official Greetings*
The City of Philadelphia

ST. MARIA GORETTI HIGH SCHOOL ..... *Musical Selections*
"HIGHLIGHTS"
"Every Time I Feel the Spirit"
by William Dawson
"Peter on de Sea, Sea, Sea, Sea"
a spiritual

THE REV. MONSIGNOR FRANCIS B. SCHULTE, ... *Greetings*
Superintendent, Philadelphia Archdiocesan Schools

MATTHEW W. COSTANZO, Superintendent ..... *Introduction of Commissioner Marland*
The School District of Philadelphia

Keynote Address
SIDNEY P. MARLAND, JR., Commissioner
United States Office of Education

JOHN Q. BENFORD, Project Director ..... *Over-view of the Philadelphia Project*
Philadelphia Student Library Project

NORRIS S. BARRATT JUNIOR HIGH SCHOOL ..... *Musical Selection*
To be announced

CHARLES R. PEGUESE, Administrator ..... *The Library in Action*
The Action Library

A. EUSTACE GAY, SR., President ..... *Remarks*
The Philadelphia Tribune

JOHN A. FRANGIPANI, Superintendent ..... *Remarks*
District Two, School District of Philadelphia

CHRISTI WILLIAMS ..... *What the Action Library Means to Me*
Student

DORIS M. REDDICK ..... *What the Action Library Means to Me*
Parent

E. M. STANTON SCHOOL, Third Grade Class ..... *Poetry*
"Strive"
by Marguerite Thompson

RECOGNITION OF DISTINGUISHED GUESTS

THE REV. GEORGE R. VERMEIREN, Pastor ..... *Benediction*
St. Charles Borromeo Church

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THE PHILADELPHIA PROJECT - AN OVERVIEW*

John Q. Benford, Project Director

In the new Action Library which we are gathered this afternoon to dedicate, pictures, records, and films are as important as books and magazines. In the same way, what I have to say will be communicated as much through what you see, as by what you hear.

For instance, the people you see on the platform and around you in the audience represent many of the organizations and groups which make the Philadelphia Student Library Project a truly cooperative venture. And at the conclusion of this program the Action Library itself will tell much of its own story.

Mr. Williams has spoken of the purpose of the Philadelphia Project. Our city's libraries, like those in every urban community throughout the country, can only meet the needs of students if these learning centers are built on a solid base of information and if their staffs have the opportunity to experiment with new programs. The Philadelphia Project was created to serve this dual purpose of research and innovation.

To achieve this purpose we have worked cooperatively since the Project began four years ago. Members of the initial planning committee included representatives of The Free Library of Philadelphia, the School District of Philadelphia, and the Philadelphia Archdiocesan Schools. During the first year, this group was expanded as the Interagency Committee through the addition of

*Remarks prepared for the Dedication of the Action Library, May 10, 1972. 162

representatives of some of Philadelphia's independent schools, colleges, and universities, as well as parents and students. The United States Office of Education recognized the national importance of our program by funding the project as well as providing valuable guidance.

With the involvement of this community since last fall, the Project has had the advice of a Community Advisory Board. The Board's 20 members helped choose both this excellent location and the name of the Action Library, establish procedures for hiring of community aides, and plan this dedication program.

The Project has been strengthened since its beginning by the research, planning, and evaluation skills of staff from Government Studies and Systems, which has been responsible for directing the project.

What has all this cooperative activity produced that is new? Why is the Action Library different from other libraries? First, the entire concept of the Action Library grew out of a massive research program which our Project conducted. This research involved surveys of 10,000 students as well as of hundreds of teachers, librarians, and parents. James Thurber once said, "It is better to ask some of the questions than to know all the answers." Although we don't promise to provide all of the answers, we are convinced that the Action Library will help us find the way to open the door to the world of learning and knowledge for our young people.

In addition to the research base on which the Action Library is built, this new learning center is unusual in other ways. Because the Action Library is community-based and community-oriented, the activities and materials you will see during your tour today are just the beginning of what will be a constantly

changing and developing program. Young people can find in this center a wide range of multi-media resources and dedicated staff members who have experience in such varied fields as reading improvement, the creation and use of audiovisual materials, and services for the handicapped. Parents, too will find not only an area for adults with special materials but also activities through which they can become more involved in their children's education.

Let me close by suggesting some results we expect from this new learning and library center. We believe that as students in this community continue to use the center, the learning resources and activities will awaken new interests and help them develop new skills. And as we succeed with the students in this community we believe that many of our new ways of working with students and parents and our new methods of utilizing materials will be adopted by our sponsoring agencies, Philadelphia's schools and libraries. The staffs of these institutions will continue to work closely with the Action Library staff, both for training and for experimenting with new ideas.

Finally, because we will share all our results, both successes and failures, through a careful continuing evaluation and through reports to schools and libraries everywhere, we believe we can promise benefits which will reach far beyond the borders of Philadelphia.

One of the most important and perplexing questions our nation faces is how can we introduce our young people to the world of learning resources and help them to enjoy and use those materials which will sustain them through life; sustain them as students, as parents, as citizens and wage-earners, and as unique human beings. Shakespeare said, "Action is eloquence." Let us hope that the Action Library which we dedicate here today will help to provide an eloquent answer to that question.

PHILADELPHIA STUDENT LIBRARY PROJECT

HEAD TABLE LIST FOR DEDICATION OF ACTION LIBRARY
(Left to Right)

May 10, 1972

AGNEW, Walker F., Regional Commissioner, U.S. Office of Education
BLACK, Gorham L., Jr., Regional Director, Department of Health Education and Welfare
CIBOTTI, The Honorable William A., Philadelphia City Council
FRY, Ray, Director, Division of Library Programs, Bureau of Libraries, U.S. Office of Education
GOLDSBOROUGH, Mrs. Lorraine, Secretary, Community Advisory Board
GREENAWAY, Emerson, Project Advisor
HOROWITZ, David A., Chairman, Interagency Committee of the Project
JANASKE, Paul, Chief, Research & Program Development Branch, Bureau of Libraries, U.S. Office of Education
PEGUESE, Charles R., Administrator, Action Library
WILLIAMS, Christi, Student
McCREARY, The Reverend Charles R., Associate Pastor, Shiloh Baptist Church
FRANGIPANI, John A., Superintendent, District 2, The School District of Philadelphia
COLEMAN, David M., Commissioner of Records, City of Philadelphia
WILLIAMS, Clifton J., Chairman, Community Advisory Board, Action Library
DOMS, Keith, Director, The Free Library of Philadelphia
COSTANZO, Matthew W., Superintendent, The School District of Philadelphia
MARLAND, Dr. Sidney P., Jr., Commissioner, U.S. Office of Education
SCHULTE, Msgr. Francis B., Superintendent, Archdiocesan Schools
GAY, A. Eustace, Sr., President, The Philadelphia Tribune
VERMEIREN, The Reverend George R., Pastor, St. Charles Borromeo Church
REDDICK, Mrs. Doris M., Parent
BENFORD, John Q., Project Director
KELIHER, Miss Agatha M., Headmistress, Springside School
LAMKIN, Burton E., Associate Commissioner, Bureau of Libraries, U.S. Office of Education
LOVE, George H., Assistant Commissioner for Basic Education, Pennsylvania Department of Education
McDERMOTT, Thomas M., President, Archdiocesan School Board
MOLZ, Miss Kathleen, Chief, Planning and Evaluation, Bureau of Libraries, U.S. Office of Education
MONTGOMERY, James Alan, Jr., President, Board of Directors, The Free Library of Philadelphia
POINDEXTER, Robert L., Executive Deputy Superintendent, The School District of Philadelphia
ROSICA, Thomas C., Executive Director, Federal Programs, The School District of Philadelphia

INVITATION-DEDICATION OF THE ACTION LIBRARY - May 10, 1972

Residents of the community.

Schools in the service area - principals, teachers, librarians, school community coordinators, home and school associations.

Community organizations, churches, YMCA, YWCA, Rebound Center, Anderson Recreation Center, PAAC.

Board of Education members-School District of Philadelphia.

Board of Directors, The Free Library of Philadelphia.

Board of Education members, Archdiocese of Philadelphia,

Inter-agency Committee members.

Community Advisory Board members.

Office of Education officials, National and regional.

G.S.S. Staff and Representatives from Mathematica, Inc.

Library Citizens Association (Phila.).

American Library Association-Doms/Robert Wedgeworth (Ex. Dir.).

Pennsylvania Library Association representatives.

Catholic Library Association representatives.

Educational Associations-representatives NEA, American Assoc. of School Administrators, Catholic Education Association.

Pennsylvania Department of Education and State Library.

Administration and Staff from the Free Library, The School District of Phila., the Archdiocesan School System.

Independent Schools representatives.

Individuals as suggested by the above groups.

DISTRIBUTION OF COMMUNITY INVITATIONS

C.A.B. members	10 each	210
Staff		100
Y.M.C.A.		50
Y.W.C.A.		50
School Community Cordinators	20 each	200
President, parent groups	10 each	70
Principals	10 each	160
PAAC Community Workers		50
Rebound Community Workers		50
		940

PROGRAM AREA READING

OBJECTIVE 2.4 - 3.1 - 3.3 - 3.4

1. NAME OF ACTIVITY TUTOR-INS

2. TARGET POPULATION Primary - Young Adults

3. NUMBER INVOLVED 10

4. SPACE NEEDS Reading Room - Study - Tutoring Room

5. EQUIPMENT NEEDS

6. PROGRAM REQUIREMENTS

7. SUPERVISORY STAFF (Number) 2

8. DESCRIPTION: Students from Junior and Senior High are to spend two one-hour periods a week with younger children, tutoring in reading, math, and English.

PROGRAM AREA READING

OBJECTIVE 1.1 - 1.3

1. NAME OF ACTIVITY FREE CHOICE CORNER

2. TARGET POPULATION Primary, Kindergarten, Intermediate

3. NUMBER INVOLVED 4

4. SPACE NEEDS One small area on floor, depending on activity chosen.

5. EQUIPMENT NEEDS

6. PROGRAM REQUIREMENTS

7. SUPERVISORY STAFF (Number) One

8. DESCRIPTION: Various small tables are set up in corner of Center for art-media, arts and craft and science play experiences. Used to stimulate interest.

PROGRAM AREA READING

OBJECTIVE 2.1

1. NAME OF ACTIVITY MIXED-UP COMIC BOOKS

2. TARGET POPULATION Intermediate

3. NUMBER INVOLVED One

4. SPACE NEEDS

5. EQUIPMENT NEEDS COMIC BOOKS

6. PROGRAM REQUIREMENTS

7. SUPERVISORY STAFF (Number) Part-time Staff or Volunteer

8. DESCRIPTION: Unstaple old comic books and cut pages apart.
Cut off corner with page number and shuffle pages.
Students will organize in sequential order.
Note: Duplicate comic book serves as a key.

PROGRAM AREA READING

OBJECTIVE 2.1 & 3.1

1. NAME OF ACTIVITY GET THE IDEA

2. TARGET POPULATION Intermediate and young adult

3. NUMBER INVOLVED Two or three

4. SPACE NEEDS

5. EQUIPMENT NEEDS Newspaper, magazines, paper, pencil

6. PROGRAM REQUIREMENTS

7. SUPERVISORY STAFF (Number) Reading Specialist

8. DESCRIPTION: Teacher reads a paragraph from newspaper, magazine or story. Child writes down main idea in his own words in one sentence. Read several paragraphs and select one or two winners for each best answer.

PROGRAM AREA READING

OBJECTIVE 1.2

1. NAME OF ACTIVITY RETELLING STORIES - DO YOU RECALL?

2. TARGET POPULATION Primary

3. NUMBER INVOLVED One or two

4. SPACE NEEDS

5. EQUIPMENT NEEDS Filmstrip projector, filmstrip

6. PROGRAM REQUIREMENTS

7. SUPERVISORY STAFF (Number) Audio-visual Specialist, Reading Specialis

8. DESCRIPTION: Show filmstrip and read story to children. Repeat filmstrip permitting child to retell all or parts of story.

PROGRAM AREA Children's

OBJECTIVE 1.1, 1.2, 1.3, 2.2, 2.6, 2.7

1. NAME OF ACTIVITY Write-In

2. TARGET POPULATION Grades 1-6. Groups or individually

3. NUMBER INVOLVED 1-35

4. SPACE NEEDS Medium sized room

5. EQUIPMENT NEEDS typewriters, tape-recorder, paper

6. PROGRAM REQUIREMENTS

7. SUPERVISORY STAFF (Number) One to three typist

8. DESCRIPTION: Children dictate an original story, poem or thoughts; Children's room personnel type it. Child makes a cover and often draws illustrations for it. Book is shelved in author's corner or child takes it home.

PROGRAM AREA Children's

OBJECTIVE 1.1, 1.2, 5.1, 5.3

1. NAME OF ACTIVITY a Pre-school Story Hour

2. TARGET POPULATION Groups; public. Ages 3½ - 5½

3. NUMBER INVOLVED 10-25

4. SPACE NEEDS Medium sized room

5. EQUIPMENT NEEDS Record, record player, candle

6. PROGRAM REQUIREMENTS Public: publicity-flyers; 3 wks. in advance
newspaper articles: one month posters/signs: 3 wks.

7. SUPERVISORY STAFF (Number) Storyteller; field assist. to set up or arrange room

8. DESCRIPTION: Intro, browsing, tour, music, converse, quieting exercise, candle, intro to story: author, title, illus., three stories patterned and free form activities between ea. story, song, music, dance.

Intro, browsing, tour, music, converse, quieting ex., candle intro to story: author title, illus; story, children re-tell. Play and intro tape recorder, children speak into it, they make up story while recording, replay, group poem, music dance.

Intro, browse, tour, music, converse, quiet ex., intor to each of three films: author, title, producer; free form or pattered exercises, poem, music, dance. Related books and media.

PROGRAM AREA Children's

OBJECTIVE 1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 2.6, 2.7

1. NAME OF ACTIVITY Poetry Workshop

2. TARGET POPULATION Grades 3-4; grades 5-6

3. NUMBER INVOLVED 10-25

4. SPACE NEEDS Medium sized room

5. EQUIPMENT NEEDS Books, filmstrips, viewer, record player, records

6. PROGRAM REQUIREMENTS Publicity: flyers, posters, newspaper articles

n 3 wks. in advance

7. SUPERVISORY STAFF (Number) Leader, poet guests

8. DESCRIPTION: Intro, what is poetry, examples, group poem, individual poem, illus., compile book. Experiment with different poetic forms. Optional: show dif. poetry ref. books at each session.

PROGRAM AREA Children's

OBJECTIVE 1.2, 1.3, 1.4, 2.1, 2.2, 2.5, 2.6, 2.8

1. NAME OF ACTIVITY BEMBE _ FESTIVAL TO THE GODS OF AFRICA

2. TARGET POPULATION K - 6, public

3. NUMBER INVOLVED 50+

4. SPACE NEEDS Children's Room

5. EQUIPMENT NEEDS Stage, chairs, record player, records
microphone, display table

6. PROGRAM REQUIREMENTS Publicity: flyers, posters, newspaper articles
3 wks. in advnc

7. SUPERVISORY STAFF (Number) Librarian, two field assistants,
2 aides

8. DESCRIPTION: Intro, dance, chants, tales of gods of Western Africa, participation, media on Africa.

PROGRAM AREA Young Adult (7-12)

OBJECTIVE 3.2, 3.6

1. NAME OF ACTIVITY Theatre Workshops

2. TARGET POPULATION 7-12 grades

3. NUMBER INVOLVED 10-20 per group

4. SPACE NEEDS Young Adult Room

5. EQUIPMENT NEEDS varied

6. PROGRAM REQUIREMENTS varied

7. SUPERVISORY STAFF (Number) 1, plus aides

8. DESCRIPTION: Students interested in aspects of the theatre will form a group. It is hoped that if the groups develops, the workshop would culminate in production. This group will colaborate with the media specialist, utilizing television production and 8mm film.

Books, magazines and original student works will be the main resources for this program. The groups will attend professional productions and possibly have well-known figures from the theatre talk to them in the library.

PROGRAM AREA Young Adult (7-12)

OBJECTIVE 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

1. NAME OF ACTIVITY Newsletter

2. TARGET POPULATION 7-12 grades

3. NUMBER INVOLVED 20-30

4. SPACE NEEDS Young adult room

5. EQUIPMENT NEEDS varied

6. PROGRAM REQUIREMENTS varied

7. SUPERVISORY STAFF (Number) 2, and aides

8. DESCRIPTION: A newsletter will be produced by the Young Adults. The newsletter will cover the monthly activities of the library in general and the Young Adult area in particular. The newsletter will be used as a vehicle for written expression as well as communication

PROGRAM AREA Young Adult (7-12)

OBJECTIVE 3.1, 3.3, 3.4

1. NAME OF ACTIVITY Library Skills Course

2. TARGET POPULATION 7-12

3. NUMBER INVOLVED 10-20

4. SPACE NEEDS Young adult room

5. EQUIPMENT NEEDS varied

6. PROGRAM REQUIREMENTS varied

7. SUPERVISORY STAFF (Number) 1 plus other professional

8. DESCRIPTION: A course of six weeks duration which will familiarize students with proper study habits, reference material and library usage. Graduates of this course could be hired as tutors to work with younger children in the Action Library.

PROGRAM AREA MULTI-MEDIA

OBJECTIVE 1.3 - 2.2 - 2.5 - 3.2 - 3.6

1. NAME OF ACTIVITY Slide Series Production

2. TARGET POPULATION K - 3, 4 - 6, 7 - 12, Adult

3. NUMBER INVOLVED 20 per session

4. SPACE NEEDS Graphic media studio

5. EQUIPMENT NEEDS Camera, copy stand, lesson plan, tape recorder, slide projector

6. PROGRAM REQUIREMENTS

7. SUPERVISORY STAFF (Number) One plus aides

8. DESCRIPTION: Or Specific accelerated activities
   1. Principles of slide series and why they are used.
   2. Selecting subjects and how to shoot them effectively
   3. Types of film
   4. Exposure for slides
   5. Close up work and how to use the copystand effectively
   6. How to develop well-designed titles
   7. How to develop and prepare art work for slides
   8. The importance of composition
   9. How to edit slides effectively
   10. Principles of recording narrations
   11. How to select the proper selector for slide presentation
   12. Techniques of Projection
   13. Selecting an audience and how to use slide series

PROGRAM AREA MULTI-MEDIA

OBJECTIVE 1.3, 2.2, 2.5, 3.2, 3.6

1. NAME OF ACTIVITY GRAPHIC PRODUCTION
   Development of murals, slides, transparencies, photo sequences, posters, and educational classroom projects.
   Items mentioned will be designed for Exhibits, film-making, television, etc.
2. TARGET POPULATION

3. NUMBER INVOLVED 15 per session

4. SPACE NEEDS Graphic Area

5. EQUIPMENT NEEDS Depending Graphic Lesson

6. PROGRAM REQUIREMENTS

7. SUPERVISORY STAFF (Number) One

8. DESCRIPTION: Or Specific accelerated activities:

   1. Planning art work which includes: suggested working areas, proportions of audio-visual material
   2. Design and layout
   3. How to use ready pictures effectively
   4. Color and Shading using felt pens, colored chalk, spray cans, air brush, pencils, etc.
   5. Legibility of titles
   6. Easy method of lettering
   7. Backgrounds and titles
   8. Effective way of mounting
   9. Diaza printing and methods
   10. Principles of drawing

PROGRAM AREA MULTI-MEDIA

OBJECTIVE 3.2 - 3.6 - 1.2

1. NAME OF ACTIVITY FILM FESTIVALS

2. TARGET POPULATION K - 3, 4 - 6, 7 - 12, Adult

3. NUMBER INVOLVED 25 - 50

4. SPACE NEEDS Large viewing room

5. EQUIPMENT NEEDS Projector and Film

6. PROGRAM REQUIREMENTS

7. SUPERVISORY STAFF (Number) One

8. DESCRIPTION: Types of films included and presented in the festival will be educational films, creative films, documentary films, special shorts and cartoons.

PROGRAM AREA SPECIAL EDUCATION

OBJECTIVE 4.1 - 4.2 - 4.3

1. NAME OF ACTIVITY DANCE TO RECORD

2. TARGET POPULATION K-3

3. NUMBER INVOLVED 10+

4. SPACE NEEDS One large room

5. EQUIPMENT NEEDS One phonograph/records

6. PROGRAM REQUIREMENTS

7. SUPERVISORY STAFF (Number) one

8. DESCRIPTION: Children will develop coordination through dancing to records. There will be instruction given in Church Gym as well as in our room.

PROGRAM AREA SPECIAL EDUCATION

OBJECTIVE 4.1, 4.2, 4.3

1. NAME OF ACTIVITY WEEKLY SHOW

2. TARGET POPULATION Open (handicapped/normal)

3. NUMBER INVOLVED Open (average 50)

4. SPACE NEEDS One large room

5. EQUIPMENT NEEDS Variable

6. PROGRAM REQUIREMENTS

7. SUPERVISORY STAFF (Number) Variable

8. DESCRIPTION: Each week the Special Education Department will put on a show in which various games, puppets, filsm, etc., will be used to encourage, identify and program for the handicapped. Normals are included to provide an integrated setting for the show and to also screen out children with potential problems not yet picked up by normal sources.

PROGRAM AREA SPECIAL EDUCATION

OBJECTIVE 4.1 - 4.2 - 4.3

1. NAME OF ACTIVITY Art Education

2. TARGET POPULATION K - 6

3. NUMBER INVOLVED Small groups

4. SPACE NEEDS one room

5. EQUIPMENT NEEDS variable

6. PROGRAM REQUIREMENTS

7. SUPERVISORY STAFF (Number) 1

8. DESCRIPTION: Art programs to develop imagination and creativity in handicapped children through expression in various artistic media.

V. IMPLEMENTATION OF THE EVALUATION PLAN

Procedures and Forms for Evaluation

DISSEMINATION LOG

Date	Number of Contacts				Target Group and Affiliation	Location	Initiated	
	Pres.	Mail	Visit	Tel.			Staff	Other

DISSEMINATION LOG

Week of _____

Staff Member _____

n	Location	Initiated		Purpose			Materials Distributed	
		Staff	Other	General Info. A.L.	General Info. R.C.	Other (specify)	No	Yes (specify)

MEMORANDUM

March 14, 1972

To : Action Library and Research Center Staff

From : Jan Vermeiren

Subject: Registration and Attendance Recording

A. REGISTRATION

1. Users will register at their first visit to the center.

-Students* will be asked to fill out a small form which includes:

-Name

-Address

-School

-Grade and Age

-Adults will be asked to fill out a small form which includes:

-Name

-Address

-Name and Age of children in their custody who might be interested in visiting the center.

2. For identification purposes, registrants will be categorized in four groups

-Students in K-3

-Students in 4-6

-Students in 7-12

-Adults

* younger children will be helped to fill out their registration.

R.E. Children and school age drop outs will not be identified separately. This may be done informally later on when special programs for these two groups are under way.

3. When the registrant returns his registration form, he will be issued a small "membership" card* on which he can fill out his name. These cards will carry a number from 001 to 999 preceeded by a letter identifying the four age groups.

   A for students in K-3

   B for students in 4-6

   C for students in 7-12

   D for adults

   These numbers may be put on the cards before registration starts, so that they can be given out in sequence.

4. The staff member giving out these membership cards will record this identification number on the registration form he collects from the registrant.

5. At the end of the day, an index card will be typed up for every registered user. In addition to the information provided by the registrant, and to the number given to the registrant, the date of registration will be recorded on the card. Then index cards will constitute the file of registered users. It might be useful to assign a different color card to each of the four age groups.

Note:* The main purpose of this membership card is to make the user familiar with his number, so that he will be able to use it for different purposes like checking out books, etc.... instead of having to fill out his name and address each time. Lost cards will be replaced as long as the user is not sure of his number.

B. ATTENDANCE RECORDING

Agreement was reached on the attendance form and procedure proposed in a previous memorandum on February 22. This form will now be finalized and printed. One sheet will be used for every day of operation. After a few weeks the form and procedures will be evaluated and eventually re-adjusted.

DAILY ATTENDANCE RECORDING SHEET

I GENERAL ATTENDANCE

A. Individuals:

Period 1 -12 am	Period 2 12-3pm	Period 3 3-6pm	Period 4 6pm-close	Total

B. Groups:

Name of group/leader	Purpose of visit	Time/ Duration	Grade-group	Attendance

TOTAL GENERAL ATTENDANCE:

II STRUCTURED ACTIVITY ATTENDANCE

Staff member conducting	Name of activity	Time/ Duration	Grade-group	Attendance

III UNSTRUCTURED ACTIVITY ATTENDANCE

Name of Activity	Estimate Made at	Time/ Duration	Grade-group	Attendance

TOTAL ACTIVITY ATTENDANCE:

DAILY ATTENDANCE RECORDING SHEET

I. GENERAL ATTENDANCE

A. Individuals: register every person coming in as an individual with the handcounter. Do not register persons coming in with a group on the handcounter.

COUNTER READING AT:

NOON	3PM	6PM	CLOSE		TOTAL = LAST READING

B. Groups: do not use the handcounter for registering groups. Only provide the following information

Name of group/leader	Purpose of visit	Time/ Duration	Grade-Group	Number in Group

TOTAL GENERAL ATTENDANCE:

II. STRUCTURED ACTIVITY ATTENDANCE

Staff member conducting	Name of activity	Time/ Duration	Grade-Group	Number in Group

STRUCTURED ACTIVITY ATTENDANCE RECORDING

1. Please provide the following information about all structured activities you are conducting.

2. Use one sheet per day, turn in the sheet at the end of the day to Zelda Braudy.

3. By structured activity is meant an activity which is attended by more than one student simultaneously, and which requires an active participation (i.e. more than supervision or guidance) on your part.

STAFF MEMBER's NAME	DATE

Name of Activity	Time-Start	Time-End	Grade Group	Number in Group

TOTAL _____

COMMUNITY AIDE EVALUATION REPORT

Employee's Name_____

Position_____

Rate the employee on a scale of 1 to 10, number 10 being the highest rating and number 1 being the lowest rating, on each of the following categories. If a category is not applicable, please insert the letters "N.A.". In addition, for each of the four general categories give an overall rating.

TECHNICAL ABILITY — RATING

Has taken steps to improve his own job qualifications by taking in-service training or other job skill improvement activities (list on back of sheet). _____

Is creative in his approach to program. Offers constructive new ideas and approaches. _____

Anticipates children's needs (instructional materials, and information) and assures that these needs are promptly satisfied. _____

Familiarizes himself with the literature dealing with the speciality in which he is working. _____

Familiarizes himself with the collection and the programs of the Action Library, as a whole. _____

Familiarizes himself with library procedures (e.g., processing of materials, shelving materials, checking out materials, etc.). _____

OVERALL RATING, ORGANIZATIONAL ABILITY _____

WORK HABITS

Works well under adverse conditions. Is able to keep calm in a stressful situation and maintain this attitude in those around him. Is able to alter plans according to emergency situations. _____

Is willing to work evenings and weekends when deadlines call for it. _____

Is punctual. _____

Work is well organized and neatly prepared. _____

Is able to meet deadlines for work requested of him. _____

Has a positive attitude toward his job. Does not indulge in unnecessary complaints and is enthusiastic about his work and the Project in general. _____

Is willing to help other members of the staff when necessary. _____

ORGANIZATIONAL ABILITY

Is able to anticipate problems and arrive at feasible alternate plans of action. _____

Is able to delegate work effectively. _____

Keeps well informed of programs in which he is involved. _____

Is able to coordinate team efforts. _____

Willing to assume responsibility. _____

Handles all tasks in the most efficient manner. _____

OVERALL RATING, ORGANIZATIONAL ABILITY_____

COMMUNICATION

Works well with other employees; is tactful and minimizes conflict situations. _____

Works well with children from the community; motivates them to use project facilities and creates enthusiasm among them. _____

Establishes a good rapport with adult community residents; motivates them to use project facilities and creates enthusiasm among them. _____

Relates problems to appropriate persons. _____

Is able to understand quickly directions given by supervisors. _____

Expresses himself clearly and concisely. _____

OVERALL RATING, COMMUNICATION _____

COMMENTS BY EVALUATOR_____

_____

_____

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_____

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_____

_____

_____

Actions Suggested for Unsatisfactory Rating:

Not applicable _____
Interview with Aide _____
Probationary Status _____
Dismissal _____
Other (specify) _____

_____

_____

FILE COPY

COMMUNITY AIDE EVALUATION REPORT FORM

_____ has been rated as satisfactory _____, unsatisfactory _____, in the performance of his duties as Community Aide.

The overall performance ratings for _____
Name of Aide

on a scale of 1 to 10 (1 being the lowest rating and 10 being the highest rating) for the four major characteristics examined and rated are:

TECHNICAL ABILITY _____

WORK HABITS _____

ORGANIZATIONAL ABILITY _____

COMMUNICATION _____

Date of Evaluation _____

Evaluator _____
(Signature)

Date of Review with Aide _____

Community Aide _____
(Signature)

EMPLOYEE COPY

COMMUNITY AIDE EVALUATION REPORT FORM

_____ has been rated as satisfactory _____, unsatisfactory _____, in the performance of his duties as Community Aide.

The overall performance ratings for _____
Name of Aide

on a scale of 1 to 10 (1 being the lowest rating and 10 being the highest rating) for the four major characteristics examined and rated are:

TECHNICAL ABILITY _____

WORK HABITS _____

ORGANIZATIONAL ABILITY _____

COMMUNICATION _____

Date of Evaluation _____

Evaluator _____
(Signature)

Date of Review with Aide _____

Community Aide _____
(Signature)

COMMENTS BY ADMINISTRATOR: _____

_____

_____

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_____

_____

_____

Actions taken for Unsatisfactory Rating:

Not applicable _____
Interview with Aide _____
Probationary Status _____
Dismissal _____
Other (specify) _____

_____

_____

COMMUNITY AIDE EVALUATION REPORT FORM

I have met with_____ and have
Name of Aide

reviewed with him his ratings with regard to the performance of his duties as a community aide.

Project Administrator_____
(signature)

Community Aide _____
(signature)

Date of Review_____

VI. DISSEMINATION

LETTER SENT TO COMMUNITY ORGANIZATIONS - January, 1972.

ACTION LIBRARY

20th & Christian Streets
Philadelphia, Pa. 19146
Ki 5-1144

We are preparing to open a new community facility in late March in the lower level of the St. Charles Borromeo Community Hall at 20th and Christian Streets. It is the Action Library, a new kind of library for students and their families.

The Action Library will have a carefully chosen collection of attractive, stimulating and relevant multi-media materials, such as films, books, records and tapes, pictures, models and cameras, etc. In a colorful, relaxed atmosphere, kids will be able to investigate things that interest them. There will be programs and activities for those who want to participate in them, instruction in the use of various kinds of equipment, quiet corners and places for just having fun. Trained specialists have selected and collected the materials and have created the programs and activities. They will be available to work with students and adults.

The Action Library is intended to "turn on" young people about education and learning materials. It is a part of the Philadelphia Student Library Project which has recently conducted studies of student library needs and resources. The project is sponsored by the School District of Philadelphia, the Archdiocese of Philadelphia, The Free Library of Philadelphia and several private schools, and it is funded by the U. S. Office of Education.

Residents of the community will be involved in the Action Library in a variety of ways, in programs and operations. Representing the interests of the community is a Community Advisory Board (see attached list) which has been functioning since November, 1971, to help plan and establish the Action Library.

The ultimate goals of the Action Library are:

1) to offer a new educational-recreational facility and programs after school and on weekends.

2) to expose children and young adults to learning materials which are fun and can lead to useful knowledge.

3) to provide stimulation and direction to young people in the use of resources for fun and study.

4) to inspire students to seek out learning resources in other institutions.

We would like to spread the word in the community about our Action Library. I would like to ask you to announce the Action Library in your newsletter or in any mailing you make to your organization. We can provide a quantity of brochures or fliers to you for distribution, and members of my staff are available to speak to your group whenever you wish. For further information, please contact me or Ronald W. Hart, our Community Liaison Director.

I would like to extend an invitation to you and to your members to visit the Action Library as soon as it is open. I would be delighted to give you a tour and a brief description of our activities.

I look forward to hearing from you.

Sincerely yours,

Charles R. Peguese
Administrator

enclosures

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
PARKWAY AT TWENTY FIRST STREET
PHILADELPHIA, PENNSYLVANIA 19103

MARK R. SHEDD
Superintendent of Schools

ROBERT L. POINDEXTER
Deputy Superintendent

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

JOHN Q. BENFORD
Project Director

THOMAS E. ENTENMANN
Senior Research Associate

LOWELL A. MARTIN
Consultant

RESEARCH CENTER
Park Towne Place, Room S 14
2200 Benjamin Franklin Pkwy.
Philadelphia, Pa. 19130
Tel. (215) 563-7223

NEWS RELEASE

For Release: December 13, 1971

For further information: Anne Hearn, LO 3-7223

COMMUNITY ADVISORY BOARD FOR SOUTH PHILADELPHIA LIBRARY PROJECT ELECTS CHAIRMAN

The Community Advisory Board of the Student Learning Center, scheduled to open in a South Philadelphia community in late spring to provide a multi-media approach to library resources, has elected Clifton Williams to serve as its chairman.

The Board, which consists of 21 members--representing parents, students, community organizations, business, civic, and religious leaders--will advise the staff of the Learning Center on all matters pertaining to its operation.

Mr. Williams represents parents in the area whose boundaries stretch from Broad Street to 24th Street and from Lombard Street to Washington Avenue.

(more)

Student Learning Center/Add One

"Many children, as they grow older, lose interest in learning--in classwork, in libraries and in books," the Chairman noted. "The Learning Center is an attempt to get students interested in learning, reading, and finding out where they can get the information they need."

In noting the difference between the Learning Center and many conventional libraries, Mr. Williams cited one of the major goals of the Center as the need to introduce an informal atmosphere and materials more relevant to inner city students' interests.

"It is the feeling of many students and parents that libraries are not meaningful to young people. At the Learning Center we hope to find a multitude of ways to draw them in with tapes, films, records, learning games, rap sessions, drama, guest speakers, as well as books. Much activity and few restrictions will be the rule."

The Learning Center is part of the Philadelphia Student Library Resource Requirements Project, funded by the U.S. Department of Health, Education and Welfare. The project is a joint venture of the Philadelphia School District, the Archdiocesan Schools, The Free Library, and the Independent Schools. The Project Director is John Q. Benford of Government Studies and Systems, Inc., a public policy research and planning firm.

The Administrator of the Center is Charles R. Peguese, who formerly served as Community Services Librarian at the Columbia Avenue Branch, head of the Lehigh Avenue Branch, Northeast Young Adult Specialist, all of The Free Library of Philadelphia, and, most recently, Coordinator of the Multi-Media Center for the Archdiocese of Philadelphia.

(more)

"I look forward to working very closely with Mr. Williams and his colleagues on the Community Advisory Board," Peguese noted. "It is their leadership which will help us all to make the Learning Center a truly community-based facility, which can trigger broad change in library services for students and adults."

In addition to Mr. Williams, other members of the Board are: Rita Alexander, Phyllis Bebee, Florence Dexter, George Dukes, Geraldine Ferree, Joel Fowler, Reverend Cecil Gallup, Reverend Laurence Henry, Lorraine Goldsborough, Isma Jackson, Robert Lewis, Rebecca Littlejohn, Robert Poindexter, George Scott, John Robbins, Mame Sims, Algie Streat, Reverend George Vermeiren, Erika Waechter, and Eddie Williams.

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GSS-102

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
PARKWAY AT TWENTY FIRST STREET
PHILADELPHIA, PENNSYLVANIA 19103

Matthew W. Costanzo
Superintendent of Schools

ROBERT L. POINDEXTER
Deputy Superintendent

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

JOHN Q. BENFORD
Project Director

THOMAS E. ENTENMANN
Senior Research Associate

LOWELL A. MARTIN
Consultant

RESEARCH CENTER
Park Towne Place, Room S-14
2200 Benjamin Franklin Pkwy.
Philadelphia, Pa. 19130
Tel. (215) 563-7223

FOR RELEASE: January 16, 1972

For further information, contact: Anne Hearn LO 3-7223

SITE CHOSEN FOR STUDENT LIBRARY CENTER

A community-based, multi-media action library will occupy the lower level of the St. Charles Borromeo Community Hall at 20th and Christian Streets in South Philadelphia. The new library center has been planned cooperatively by the School District of Philadelphia, The Free Library of Philadelphia, the Archdiocesan School District of Philadelphia, several independent schools, and by a Community Advisory Board.

A lease was signed, effective today (January 15) by Father George Vermeiren, Pastor of the St. Charles Borromeo Church and by Keith Doms, Director of The Free Library, who will rent the space for the library center with a federal grant intended for that purpose.

The new library center is especially designed for elementary and secondary school students. It will include books, magazines, tapes, films, games and records. Materials will be selected on the basis of their appeal to students and their families in the communtiy. It is hoped that this unusual library will help to develop new concepts and practices for all libraries - that its services,

materials and equipment will be meaningful to young people and attract them to available resources. Its planning and operation are funded by the U.S. Office of Education.

According to Mr. Doms, "St. Charles Borromeo Community Hall is one of the most appropriate and convenient locations we could have secured. As an existing focal point of community activities, it is a natural location for a community-based library project."

"We are very pleased to have this library center in our Community Building," said Father George Vermeiren. "It will enrich the list of programs we now offer." The church operates a Montessori school, gymnasium, and roller skating rink; it serves as headquarters for Boy Scout troops and Camp Fire Girls as well as several adult cultural and educational programs.

Names for the new library center are being considered by a committee of students from the community. Promotion of the center has begun, and it is expected that it will open in early spring.

# # #

ACTION LIBRARY

20th & Christian Streets
Philadelphia, Pa. 19146
Ki 5-1144

NEWS RELEASE

March 24, 1972

For Further Information:

Contact Anne Hearn, Student Library Project, LO 3-7223

ACTION LIBRARY OPENS IN SOUTH PHILADELPHIA

The ACTION LIBRARY, a new community facility, will open in South Philadelphia on March 27 in the lower level of the St. Charles Borromeo Community Hall, 20th and Christian Streets. It is a library and learning center for students and their families.

The ACTION LIBRARY will have a carefully chosen collection of attractive, stimulating, and relevant multi-media materials, including films, books, records, tapes, pictures and models. Much of the collection will be available for loan. There will be voluntary programs and activities, instruction in the use of various kinds of equipment, tutoring, free choice corners, and quiet areas for study or play. Trained staff who have selected the materials and programs will be available to work with students and adults. The atmosphere will be colorful and relaxed.

The goal of the ACTION LIBRARY is to bring about greater use of educational and learning materials. The library is a part of the Philadelphia Student Library Project, which has recently conducted city-wide studies of student library needs and resources.

The project is sponsored by the School District of Philadelphia, the Archdiocesan School System, The Free Library of Philadelphia and several private schools. It is funded by the United States Office of Education. It has community participation through a Community Advisory Board.

The ACTION LIBRARY'S objectives are: 1) to offer a unique, community-oriented facility to students in this community after school, evenings, and on weekends. 2) to expose children and young adults to learning materials which are fun and can lead to useful knowledge. 3) to provide stimulation and direction to young people in the use of resources for fun and study, and 4) to encourage students to make fuller use of learning resources in other institutions.

The initial hours of operation of the ACTION LIBRARY are from 2:00 P.M. through 6:00 P.M. on weekdays and on Sundays. The hours will be expanded in the near future.

The ACTION LIBRARY is under the administration of Charles R. Pequese. The entire project is under the Direction of John Q. Benford

THE SCHOOL DISTRICT OF PHILADELPHIA

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

MATTHEW W. COSTANZO
Superintendent of Schools

JOHN Q. BENFORD
Project Director

ANNE L. HEARN
Education Research Assoc.

LOWELL A. MARTIN
Project Consultant

FOR FURTHER INFORM., Contact Anne Hearn
LO 3-7223

May 1, 1972

FOR IMMEDIATE RELEASE

Sidney P. Marland, Jr., Commissioner of the U. S. Office of Education, will speak at the Dedication of a new Action Library in South Philadelphia at 3:00 P.M., on Wednesday, May 10. The library for students and their parents is located in the St. Charles Community Hall, 20th and Christian Streets.

Accompanying Commissioner Marland from Washington for the Dedication will be a number of other officials from the U. S. Office of Education. Invitations have also been sent to Philadelphia governmental, civic, and educational leaders and to leading librarians throughout the East. A tour of the ACTION LIBRARY and a reception will follow the dedication program.

John Q. Benford, Director of the Philadelphia Student Library Project, which will operate the demonstration learning center said that young people will find in the Action Library an informal atmosphere and a variety of films, records, tapes, books, and other materials. Activities which the young people will help plan will range from reading improvement using games to the production of television programs.

"We want students to use the Action Library because they'll have fun," said Mr. Benford, "but our purpose is to encourage them to learn. Too many of them are unaware of what the world of learning resources can offer them."

(MORE)

The Action Library, which was planned to serve a community of 17,000, will be open afternoons after school, evenings, and Sundays. Parents will find a special adult lounge and activities through which they can become involved in their children's education.

Charles R. Peguese is administrator of the new Action Library. His staff includes a children's librarian, a young adult librarian, a reading specialist, an audio-visual specialist, a specialist to work with the handicapped, and a community coordinator. A number of community aides work part-time to assist the staff. A Community Advisory Board, under the chairmanship of Clifton J. Williams, has assisted the staff in planning and will host the dedication program.

The Action Library is a major component of the Philadelphia Student Library Project, which began in 1968. It is sponsored by The School District of Philadelphia, The Archdiocesan School System, The Free Library of Philadelphia, and several independent schools. Grants from the U.S. Office of Education provide the project's funding. An Interagency Committee, chaired by David A. Horowitz, Deputy Superintendent of the School District provides coordination by the sponsoring organizations.

The Philadelphia Project also operates a research center which conducted a two-year study of student use of Philadelphia's libraries. These findings are the basis for the new Action Library, and the research center will continuously evaluate the program of the new learning center. Government Studies and Systems, a subsidiary of MATHEMATICA, Inc. is providing direction and staffing for the project's research.

# # #

THE SCHOOL DISTRICT OF PHILADELPHIA

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

MATTHEW W. COSTANZO
Superintendent of Schools

JOHN O. BENFORD
Project Director

ANNE L. HEARN
Education Research Assoc.

LOWELL A. MARTIN
Project Consultant

MEMORANDUM TO PRESS, RADIO, AND TV

May 5, 1972

For Further Information, Contact: Anne Hearn, LO 3-7223

DATE: May 10, 1972

TIME: 3:00 P.M.

ADDRESS: 20th and Christian Streets, N.W. Corner
St. Charles Borromeo Community Hall

EVENT: Dedication of the ACTION LIBRARY

PRESENT: Sidney P. Marland, Jr., Commissioner,
U. S. Office of Education
(keynote address)

David C. Coleman, Jr., Commissioner of Records,
City of Philadelphia
(official greetings from the City of Philadelphia)

The Rev. Monsignor Francis B. Schulte, Superintendent,
Archdiocesan Schools
(greetings from the Archdiocese)

Matthew W. Costanzo, Superintendent,
The School District of Philadelphia
(introduction of Commissioner Marland)

Keith Doms, Director
The Free Library of Philadelphia
(presiding)

A. Eustace Gay, Sr., President,
The Philadelphia Tribune
(remarks on the meaning of the Action Library to the community)

NOTE: Time will be provided for pictures of Commissioner Marland other program participants prior to the ceremony. Brief interviews will be possible.

# # #

RESEARCH CENTER / Park Towne Place, Room S-14 / 2200B Franklin Pkwy./ Philadelphia, Pa. 19130 / (215) 563-7223

THE SCHOOL DISTRICT OF PHILADELPHIA

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

MATTHEW W. COSTANZO
Superintendent of Schools

JOHN Q. BENFORD
Project Director

ANNE L. HEARN
Education Research Assoc.

NELL A. MARTIN
Project Consultant

M E M O R A N D U M

FROM: John Q. Benford
Project Director

SUBJECT: Publicity from the Dedication of the Action Library

I thought that you would be interested in seeing the attached collection of news clippings generated by the opening and Dedication of the ACTION LIBRARY.

In addition, the three local network television stations all filmed portions of the ceremony and Open House. A lively news clip was carried by WCAU-TV, featuring an interview with Herb Clarke on May 10, the day of the Dedication. The following evening KYW-TV included a tour of the ACTION LIBRARY and an exclusive interview with Commissioner Marland and Trudy Haines. KYW-TV ran another news clip on Saturday, May 13, on a program entitled Black Perspective. No one on the staff saw any news coverage by WPVI.

KYW-Radio carried an interview with Ron Hart, Community Relations Specialist for the ACTION LIBRARY, all day on May 11. WCAU-Radio mentioned the Dedication in their news broadcasts, as well.

This is a strong beginning to our dissemination plans. With many people in the area now aware of the ACTION LIBRARY, a schedule for the regular release of news about the project will be developed.

/ek

April, 1972 RAP
(Rebound)

St. Charles

INSIDE REPORT BY RAP REPORTER NATE WELLS

The St. Charles Center is going to have a special project for children and teens. Ron Hart, Community Co-ordinator for the new project, says it will be called ACTION LIBRARY. One of the main reasons for it is so Black people can learn more about themselves.
The ACTION LIBRARY is not the normal kind of library.
It will not just have books. You will be able to get RECORDS, CASSETTES, FILM STRIPS from it. The latest hit singles will be in the library. You can watch TV in it.
The project is gonna be in the basement of the St. Charles Skating Rink on Christian Street.
The ACTION LIBRARY is supposed to start Mar. 27, but it looks like it won't all get started before the first week in April. At the start, the program will be open Mon. to Friday for four hours from 2:00-6:00. By May 9, when the St Charles program is at full speed, hours will be Monday to Thursday 9:00AM to 8:00 PM. So don't miss this big chance to have a very nice time!

Sat., May 6, 1972

The Philadelphia Inquirer

Library 'for Fun' To Open in S. Phila.

By LEONARD J. McADAMS
Of The Inquirer Staff

Something unusual in libraries is about to happen in the basement of a rented parish hall in South Philadelphia.

Known as Action Library its aim is to bridge the gap between students and library and learning materials.

And make it fun.

"That is our main goal," said Charles R. Peguese, administrator of the facility in St. Charles Borromeo Community Hall, 20th and Christian sts.

"WE WANT to instill a learning - is - fun philosophy through fun kinds of means that the students will enjoy. They will be coming here voluntarily. The atmosphere will be comfortable and casual."

Planned to serve a community of 17,000, the Action Library will be open afternoons after school, evening and Sundays. There will be an adult lounge and adult activities so that parents may become involved in their children's education.

Peguese, 32, a graduate of South Catholic High School and LaSalle College, obtained his masters in library science at Dicks University. He had worked with the Free Library for 10 years prior to going with the Philadelphia School District as operator of the Board of Education's multimedia center.

HE WILL HAVE eight professionals and 25 paid community part-time workers helping him. The library will have 10,000 books and a variety of films, records, tapes and other materials which the students can take home on loan. Activities, which the students will help plan, range from reading improvement using games to the production of television programs.

"We want students to use the Action Library because they'll have fun," said Q. Benford, director of the Philadelphia Student Library Project that will operate the facility, "but our purpose is to encourage them to learn. Too many of them are unaware of what the world of learning resources can offer them."

FORMAL OPENING will be Wednesday at 3 P. M. with Sidney P. Marland, Jr., commissioner of the U. S. Office of Education as the speaker.

The Philadelphia Students Library Project, begun in 1968, is sponsored by the School District of Philadelphia, the Archdiocesan School System, the Free Library of Philadelphia and several independent schools. It is funded by grants from the U. S. Office of Education.

Tues., May 9, 1972 The Philadelphia Tribune

Action Library To Be Dedicated

The Action Library, a new learning facility designed for students and their parents will be dedicated tomorrow (Wednesday) at 3 P.M. at St. Charles Community Hall, 20th and Christian Streets.

Sidney P. Marland, Jr., United States Commissioner of Education, will deliver the keynote address.

Other dignitaries on the program include A. Eustace Gay, Sr., president of the Philadelphia Tribune; David E. Coleman, Jr., Commissioner of Records, for the City of Philadelphia, representing Mayor Rizzo; and Clifton J. Williams, Chairman of the Community Advisory Board for the Action Library.

Members of the Community Advisory Board who planned the dedication program in cooperation with Action Library staff will host the affair.

OTHER OFFICIALS

Accompanying Commissioner Marland from Washington, D.C. for the dedication will be a number of other officials from the United States Office of Education. Invitations have been sent to residents of the community the library will serve, and to Philadelphia civic and library educational leaders.

Charles R. Peguese is administrator of the new Action Library. His staff includes a children's librarian, a young adult librarian, a reading specialist, an audio-visual specialist, a special education teacher, and a community coordinator. A number of community aides who live in the area the library serves, from Broad to 24th Streets, and from Lombard Street to Washington Avenue, are also employed by the Action Library.

The Action Library is a major component of the Philadelphia Student Library Project under the direction of John Q. Benford. The project is sponsored by the School District of Philadelphia, the Archdiocesan School System, The Free Library of Philadelphia and several independent schools. The project is funded by grants from the United States Office of Education.

Thurs., May 11, 1972 The Philadelphia Inquirer

Inquirer photo by ALEX McCAUGHEY

Philadelphia Actio n Library Dedicated

U. S. Education Commissioner Sidney P. Marland chats with hostess Jean Wine, 10, during tour of the nation's first Action Library at 20th and Christian sts. Marland dedicated the facility, which offers photography lessons, movies, records, story-telling and tutoring, in addition to books. Started four years ago by the South Philadelphia community, public and parochial school leaders, it is entirely funded by the U. S. Office of Education. Schools Supt. Matthew Cos- praised the new concept.

Thurs., May 11, 1972 The Evening Bulletin

Action Library Is Hailed as Breakthrough

By CHARLES T. THOMSON

Of The Bulletin Staff

A library dedicated in South Philadelphia yesterday was described by U.S. Commissioner of Education Sidney P. Marland as "something that may be indeed one of the great breakthroughs."

Marland spoke at the dedication of the Action Library, in the basement of St. Charles Community Hall, 20th and Christian sts.

Sponsored jointly by the School District of Philadelphia, the Archdiocesan School System, the Free Library of Philadelphia and several independent schools, the library received $800,000 in federal funds.

Primarily for Students

Intended primarily for students, the new concept utilizes multimedia materials such as cassettes and films. It also allows children to move more freely throughout the library in a relaxed atmosphere.

It is the first of several federally funded projects to open in major urban centers.

Marland told 250 at the dedication that it is "an idea that had its start here and may be changing the lives of school children and may be worthy of replication in big cities throughout the country."

9,000 Pupils in Area

He said some 9,000 pupils lived in the library's immediate neighborhood, or about twice as many pupils as in a typical school district.

Planning for the library began in 1968 with heavy reliance on community and student opinion.

"The difference between this and many other programs like it," Marland said, "is that here the people who established the needs and developed the system are the people who own it."

'Common Project'

In the big cities, he added, it is rare to bring together many major forces to cooperate on a common project.

The library consists of a large, central room with several smaller rooms for audio visual aids, filming, and black studies.

The absence of tables or chairs encourages children to use the floor and circulate within a congenial atmosphere.

Matthew W. Costanzo, superintendent of schools, praised the library's atmosphere as an "extremely encouraging alternative to the tomblike quiet of days gone by."

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ACTION LIBRARY ADMINISTRATOR Charles R. Peguese (left) greets Sidney P. Marland, U.S. Commissioner of Education, at dedication ceremonies last Wednesday. Looking on are Matthew W. Costanzo, superintendent of schools, and Robert L. Poindexter, executive deputy superintendent. The library is located 20th and Christian Sts.—Photo by J. Brantley Wilder.

SIDNEY P. MARLAND, JR., U.S. Co mmissioner of Education (seated) and Matthew W. Costanzo, superintendent of schools, explain Action Library concept to two young volunteers Kerry Young, 11, and Alfonszo Greene, 12.—Photo by J. Brantley Wilder.

Education Commissioner Praises Action Library

By J. BRANTLEY WILDER
(Of The Tribune Staff)

"Hard work, cooperation of diversified organizations, the hopes and dreams of parents and children, all combined to make Action Library the success that it is," Sidney P. Marland, Jr., U.S. Commissioner of Education, declared at ceremonies here, Wednesday.

The unique community-type library, 20th and Christian Sts., is designed to serve children from pre-school through high school as well as adults in the area. Public and parochial schools in a wide circle of the library, located in the heart of South Philadelphia's Black community, are expected to be the library's main feeder groups.

Marland said, "Action Library is here. It is close, friendly and intimate. A child can learn outside of schools. The children will be different and their families will be different because of it."

The unique library concept was started in 1969 when a study was made among children and parents and professionals as to what they wanted in a community library.

The study revealed that among things most wanted were: easy access to the library; a desire for certain books children like to read; children want books more relevant to their lives; and children, despite a reading problem, have a keen and active interest in reading.

Marland added "there is a promise of success here unlike any that has come to light in education in recent years." He said the whole life of man is here in the library which represents good and evil.

"Part of the success of the Action Library is that it is flexable and has an ingredient called freedom and is small enough to be intimate and large enough to fit in with the regular institutional type libraries."

The library will innovate its regular program with tapes, television programs made on the spot, films, movies and film developing processess. According to the library's administrator, Charles R. Peguese, there will also be rap sessions for children as well as their parents.

The library is expected to serve some 9,000 children from the area.

The library was sponsored by: The Free Library; The Public Schools; The Parochial Schools; Independent Schools; The Pennsylvania State Library and The U.S. Office of Education.